Term 1

New Hello!

English for Preparatory Schools

Year Two

Student's Book and Workbook

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Scope and sequence

Unit 1

Lesson 1

Coming home

Reading: A text about daily routines; a blog about routines; a website article about children in India; *The Railway Children*
Writing: A text message; an email to a penfriend
Listening: A description of a bedroom
Speaking: Discussing daily routines; describing bedrooms and furniture
Language: Present simple questions
Life Skills: Self-management
Values: Coexistence values
Issues: Citizenship

Discuss

Find these activities in the photos. Which do you often / never do?

have lunch at school — do sports
help to make dinner — listen to music
read on the sofa — text friends

Research

Choose a country. What time do students come home from school in that country?

I'm Mariam. My daily **routine** is the same every school day! I always get up at 6.30 in the morning. My mum always makes my breakfast. I go to school by bus with my friend, Dina. Sometimes we listen to music. My parents work at the hospital. They get home late, so I often help to make dinner. In the evening, I do my homework, read on the sofa, watch TV and text my friends. Then I go to bed!

Find

Look through the unit. Where is Shahana from?

Lesson 1

Reading

1 Read about Mariam. How does she get to school?

2 Read about Mariam again. Are these sentences true (T) or false (F)? Correct the false sentences.

1 Mariam does the same things every day of the week.
(F) She has the same routine every school day.

2 Mariam cooks breakfast before school. ....

3 Mariam sometimes listens to music on her way to school. ....

4 Mariam always makes dinner for her parents. ....

5 Mariam often watches TV in bed. ....

3 Read and complete.

Mariam [1] doesn't get up at 7 am. She [2] .... up at 6.30. Mariam [3] .... make breakfast. Her mum always [4] .... it. Her parents [5] .... at a school. They [6] .... at a hospital. They [7] .... home early. They [8] .... home late.

4 Answer the questions.

1 Does Mariam listen to music on the bus? Yes, she does.

2 Do her parents make the dinner? ....

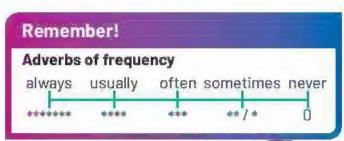
3 Does Mariam text her friends before she goes to bed? ....

4 Does Mariam do the same every school day? ....

Writing and speaking

5 Write two true sentences and one false sentence about your daily routine.

On Saturdays, I always get up at 11 o'clock. I never have coffee for breakfast. I often listen to music on my way to school.

6 Read your sentences to your partner. Your partner can guess which one is false!

The first sentence is false. You don't always get up at 11 o'clock.

Lesson 2

My best friend's family

Hi everyone. Today's **interview** is with my best friend Sherifa and her family. Here's a photo of us. Sherifa's on the right!

How many people are in your family, Sherifa?

There are five people: me, Mum, Dad and my two brothers.

When do you get up?

I usually get up at 6.30 and help Mum make breakfast. My brothers help, too. My dad starts work very early, so he leaves home before we get up. That's why he doesn't have breakfast with us. He eats when he gets to work. I walk to school with my brothers.

Do you like to study?

Yes, I do. My favourite subject is English.

What do you do in the evening?

I listen to music every day. My dad and I sometimes play chess. My brothers always watch TV and my mum usually reads.

Reading

1 Look quickly at the blog. How does Sherifa help at home?

2 Read the blog again and answer the questions.

1 Who does Sherifa live with?
She lives with her parents and two brothers.

2 Where does Sherifa's dad eat breakfast? Why? ....

3 How do Sherifa and her brothers get to school?
....

4 What's Sherifa's favourite subject?
....

5 How often does she listen to music?
....

6 What do Sherifa and her dad do in the evenings?
....

Speaking

3 Work in pairs. Discuss.

1 How is Sherifa's family the same as or different to yours?

2 Is it important to do something different at the weekend? Why?

3 What do you do at the weekend?

Language

4 Complete the questions.

1 *What* do you do in your free time?

2 .... do you live?

3 .... do you live with?

4 .... do you get up?

5 .... do you get to school?

5 Work in pairs. Ask and answer the questions in Exercise 4.

What do you do at the weekend?

I usually read a book.

6 Match the questions a–e to the answers 1–5.

a What do you usually do at the weekend, Nabil?

b What time do you go to bed at the weekend?

c Do you like football? Why?

d How many people are in your family?

e Where do you live?

1 ...e... In Cairo, in a big block of flats.

2 .... Five: my parents, my grandma, me and my sister.

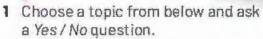
3 .... Yes, I do, because it's fun and it's good for you!

4 .... Sometimes I go to my friend's flat and we play computer games.

5 .... At about ten o'clock.

Speaking

7 Work in pairs.

1 Choose a topic from below and ask a *Yes / No* question.

2 When your partner answers *Yes*, think of another *Wh-* question to ask about that topic.

books and TV family hobbies and interests school subjects sports

Remember!

A *Yes / No* question usually begins with a helping verb like *Do / Did you ...?* or with *Are / Were you ...?*

A *wh-* question starts with a question word (*what, why* etc.).

Life Skills

How much time do you spend on the following activities every day?

doing exercise doing homework reading on the sofa sleeping texting your friends

Do you think you should spend more or less time on these activities? Why?

Writing

8 Work in pairs.

1 Write six sentences about your routine.

2 Share your sentences with your partner. What is the same and what is different?

3 Write a short paragraph in your notebook. Write what is the same and what is different about you and your partner.

Lesson 3

Reading

1 **Read the profile quickly. Which of the three questions is Shahana answering?**

2 **Read the article again and choose the correct answers.**

1. There are (five) / four people in Shahana's family.
2. Shahana **lives / doesn't live** in the city.
3. The family **has / doesn't have** water in the house.
4. Shahana **has / doesn't have** breakfast with her family.
5. She helps her mother **feed the chickens / make dinner.**

3 **Read the answers about Shahana. What are the questions?**

1. *Where does Shahana live?*
   She lives in a village.
2. ....
   She shares a room with her sister.
3. ....
   She has bread with a cup of tea.
4. ....
   He works in a shop.

4 **Answer the questions.**

1. What is Shahana's morning routine?
   She gets up early and has breakfast.
2. What jobs does she do in the house? ....
3. When does she do her homework? ....
4. Who does she sometimes help to do their homework? ....

Research

Find out about the life of another person outside Egypt. Where does he/she live? What is his/her daily routine?

Lives around the World

Tell us about your life!

- What are your hobbies and interests?
- What is a typical day in your life?
- What job do you want to do one day?

My name's Shahana. I'm from India. I live in a village with my parents, my brother and my sister.

I share a room with my sister. We all get up early. There is an outside **tap** at the end of street where we live. My mum gets water from the tap every morning. Then we all have breakfast. We have bread with a cup of tea. My dad works in a shop.

I have two jobs to do when I get home from school. I **feed** the chickens, then I help my mum make dinner. After dinner, I do my homework. Sometimes I help my brother and sister to do their homework, too. Then I go to bed.

Writing

5 **Write about your daily routine. What do you do every day?**

Reading

6 Read the conversation and answer the questions.

Yunis: Grandma, have you got a watermelon?
Grandma: Yes, I have. It's on the table.
Yunis: Can I have some, please? I like watermelon.
Grandma: Yes, of course. We need a knife to cut it!
Yunis: Shall I help you to cut it?
Grandma: Thank you, Yunis, but be careful with the knife!

Underline the three questions. Which question ...

1 asks for something?
2 suggests doing something?
3 asks what Grandma has?

7 Complete the text message with *can*, *shall* or *have you got*.

Hi Amal. [1] Have you got that game called *Odd one out?*

No! I don't play that game now. It's for young children.

[2] .... any other children's games? My six-year-old cousin is here and he wants to play a game with me.

Yes, I have *Role-play*! Do you remember that game?

Yes, I do! [3] .... I borrow it this evening? My cousin would love it!

Of course. [4] .... I play it, too? It's better with three people, and I still enjoy that game.

Of course! You can come to my house later.

Writing

8 Work in pairs.

1 You want to play a game with a friend next weekend. Take turns to write text messages to each other. Include questions with *Shall*, *Can* and *Have you got ...?* Start like this:

Hi! Shall we play a game next weekend?

2 Read your text message conversation. Circle all the questions. Have you written them correctly?

Writing tip

Use short and clear sentences in text messages.

1 **Lesson 4**

Reading

1 Work in pairs. Look at the pictures and discuss the questions.

1 What do you think the story is going to be about?

2 Do you think it has a happy or sad ending?

2 Read the story and put these pictures in the correct order.

The Railway Children *by E. Nesbit*

It is the 1900s. Roberta, her younger brother Peter and their little sister, Phyllis, live with their parents in London. They have a big, **attractive** home with a **large** garden. One **terrible** day, two men take their father away from home. The children do not know where he is going or why.

The children move from the city with their mother to a small house near a **railway line**. The family are **poor** and life is very different for them. The children have lots of adventures near the railway line. A kind old man, who travels on the train every day, becomes their friend.

The old man helps the family in many ways. He helps their father too, because their father is in **prison** for something he did not do. Finally, their father comes home. The family is so happy to be together again at last.

3 Read the story again and match to make sentences.

1 [f] At the beginning, the children live in
2 [ ] Their first home is
3 [ ] They move to
4 [ ] Near their new home, there is
5 [ ] One of their new friends is
6 [ ] The children are very happy when they see

a their father again.
b a railway line.
c big, with a garden.
d a kind old man.
e a small, simple house.
f the city.

4 Look at the words in bold in the story. Match the words and the definitions.

1 a place where people go when they do something wrong *prison*
2 the 'road' that a train travels on ....
3 people without enough money are ....
4 beautiful ....
5 big ....
6 very bad ....

Speaking

5 Ask and answer the questions in pairs.

1 How did the children feel when they moved to the small house? Why?

2 How do you feel when things change? Is it easy or difficult at first?

Speaking

1 Work in pairs. Look at the pictures and ask and answer the questions.

1 Which bedroom belongs to one of the children in *The Railway Children*? Why?
2 What do you like about each room?
3 Which room do you like best? Why?

Vocabulary

2 Label the pictures with the words in the box.

armchair basin ~~bookshelf~~ carpet chest of drawers curtains lamp mirror sofa wardrobe

Listening

3 Listen to two descriptions. Which room is each person describing?

4 Listen again and answer the questions.

1 How does the boy read in bed? He has a lamp on his bookshelf.
2 What do the curtains match? ....
3 What does the boy like best about his room? ....
4 Why does the girl sometimes sleep with the curtains open? ....
5 Where does she like to read? ....
6 Where does she wash her face before she goes to bed? ....

Remember!

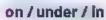
Use prepositions of place to say where things are:

behind / in front of
next to **opposite**
on / under / in

Speaking

5 Work in pairs. Describe your bedroom and listen to your partner describe his/her bedroom. Draw your partner's bedroom. Then compare your pictures.

I share a room with my sister. There are two beds: my bed is under the window . . .

Lesson 6

Reading

1 Read the email. Why does Judy want a penfriend?

Dear Rebecca,

[1] It is very nice to meet you. My name is Judy. I'm from El Faiyoum, in Egypt. It's a large city, with beautiful nature reserves nearby. I live with my parents and my brother in a flat. My grandparents live in a flat downstairs.

[2] On Saturdays, I usually get up early and help my grandmother with her shopping, then I read or do my homework. In the afternoons, I visit my friends or play computer games with my brother.

[3] My favourite subjects are maths and English. Thank you for being my penfriend. I am happy to be able to practise my English!

I hope to hear from you soon,

Judy

2 Read Judy's email again. Match the paragraphs 1–3 with the topics a–c.

a ☐ daily routine

b ☐ school

c ☐ home and family

3 Read the email again and answer the questions.

1 How does Judy describe her city? *It is a large city, with beautiful nature reserves nearby.*

2 Where do her grandparents live? ....

3 What does she do on Saturday mornings? ....

4 Who does she play computer games with? ....

5 What does she like studying at school? ....

Values

1 How often do you see your grandparents?

2 How can grandparents help young people in the family, and how can you help them?

Writing

4 Write your own email to a new penfriend.

- Write three paragraphs.
- Use the topics in Exercise 2.

Writing tip

Remember to use capital letters for:

- names of people and places
- nationalities and languages
- days and months

Speaking

5 Ask and answer the questions in pairs.

1 Do you think it is a good idea to have penfriends? Why?

2 What can you learn from writing to people from a different country?

 Workbook page 77

Review

1 Complete the emails with the correct form of the verbs in brackets.

Hi Alex!

Thanks for being my penfriend. I'm from England. I [1] get up (get up) at about half past seven, and then my mum [2] .... (make) breakfast for the family. I [3] .... (walk) to school with my brother. Our school [4] .... (finish) at three o'clock. After school, we sometimes [5] .... (do) sport or play music. I [6] .... (not watch) TV when I get home. I always [7] .... (do) my homework first.

Can you tell me about your typical daily routine in Germany?

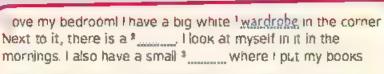
Hi Dan!

Thanks for your email. In Germany, school [8] .... (start) very early in the morning. So I [9] .... (not have) breakfast before school. There is a 'breakfast break' after the first lesson. How many lessons [10] .... (your school have) every day?

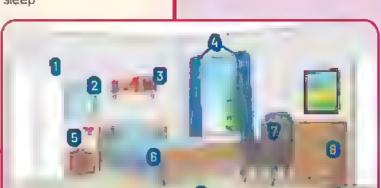
2 Write questions. Then write the answers.

1 What time / Dan / get up? What time does Dan get up? He gets up at half past seven.
2 Dan / make his own breakfast? ....
3 How / Dan and his brother / go to school? ....
4 What time / Dan's school finish? ....
5 When / Dan / do / his homework? ....
6 Why / Alex / have breakfast at school? ....

3 Complete the text with words from the picture.

I love my bedroom! I have a big white [1] wardrobe in the corner. Next to it, there is a [2] .... I look at myself in it in the mornings. I also have a small [3] .... where I put my books.

Next to this, there is a big window. I have blue [4] .... on it. I close them at night. I also have a red [5] .... next to my [6] .... I use it to read before I go to sleep.

Also in my bedroom, there is a grey [7] .... I sit and read my book there sometimes. There is also a [8] .... I put my T-shirts, socks and other clothes in it. Finally, there is a big [9] .... on the floor!

Unit 2

Lesson 1

How are you feeling?

Reading: A text about night workers; descriptions of weekend activities; an article about happiness for teenagers; an informal email
Writing: A text to describe a place or a photo; an email to a friend
Listening: People talking about learning new skills; descriptions of photos
Speaking: Describing weekend activities; describing photos; responding to news
Language: Adverbs of manner
Life Skills: Empathy
Values: Patience
Issues: Social participation

Quiz

Match the jobs with the people. Who can finish first?

call-centre worker   computer engineer   nurse
police officers   shop worker   street-food seller

RESEARCH

Find words for other jobs where people work at night.

5

6

Find

Look through the unit. Where is Injy going on a school trip?

Reading

1 Read about some people in the photos. What are their jobs?

3 am in Cairo

A I'm looking after patients at a hospital. It's very busy. I'm looking after children in the children's **ward**. I like my job, but I'm feeling tired tonight. I'm **looking forward to** going home and having a rest.

Amal

B We're driving around the city and **making sure** that people are safe in the streets. We aren't very busy tonight. It's cold so everyone is staying at home. Adel's feeling a bit bored and I'm feeling hungry. I'm looking forward to having breakfast!

Emad and Adel

C I'm **parking** my **food stall** here because it's the best place in the city. Lots of people and tourists come this way. People start to buy their breakfast at 6 am. I'm getting everything ready. I'm feeling cold and I'm looking forward to drinking some hot coffee!

Kamal

2 Ask and answer the questions in pairs.

Which of the jobs in Exercise 1 do you think is the most important? Why?

Language

Remember!

Use the present continuous to talk about what is happening now.

- **Positive statements:** I **am** work**ing** today.
- **Negative statements:** You **are not** work**ing**.
- **Questions: Is** your mother work**ing**? Yes, she **is**. / No, she **isn't**.
  What **is** your father do**ing**? He is read**ing**.

3 Read the article again and answer the questions.

1 Why is Amal feeling tired? Because the hospital is very busy.
2 Who are driving around the city? ....
3 Why is everyone staying at home? ....
4 Why is Kamal parking his food stall at this place? ....
5 What is Kamal looking forward to? ....

4 Think of two friends or two people in your family.
What are they doing at the moment? Tell your partner.

My mother's shopping at the moment. What's your mother doing?

She is watching television.

Lesson 2

Reading

1 Read about what Ziad, Injy and Aya do at the weekend. Choose two sentences from a–d to complete each text.

1 Hi I'm Ziad. I live with my mum and dad in a small flat in Minya. At the weekend I'm usually quite lazy. b ☐

2 Hello I'm Injy and this is my sister Aya. We live near the sea. ☐ ☐

a My father and my uncle have an old boat which they are repairing. I am learning to sail but Aya doesn't like the water very much!

b On Friday evening my parents and I usually have a big dinner with my grandparents and we sometimes stay at their house. It's bigger than our flat.

c At the weekend we do our homework and on Saturday we sometimes spend time with our father and uncle on their boat.

d On Saturday morning, I often stay in bed and then I have a late breakfast with my grandmother – she's a fantastic cook! In the afternoon, I do my homework.

2 Choose the correct answer.

1 On Saturday morning, Ziad enjoys spending time with ....

a his parents b his uncle c his grandmother

2 At the weekend, Ziad likes to ....

a have a rest b play sport c go swimming

3 At the weekend, Aya and Injy are ....

a helping to repair a boat b doing their homework c catching fish

4 They often spend time with their ....

a uncle and aunt b friends c uncle and father

Speaking

3 Ask and answer the questions in pairs.

At the weekend, I usually get up early.

1 What do you usually do at the weekend?

2 Whose weekend activities would you prefer to do Ziad's or Injy's? Why?

Listening

4 Listen to three people talking about learning new skills and put the photos in the correct order.

a calligraphy
b sign language
c painting the kitchen
d sewing

5 Listen again and answer the questions.

1 Who does Tamer want to communicate with? his cousin
2 What can't a deaf person do? ....
3 Who are Eman and her sisters helping? ....
4 Where is Mr Osman? ....
5 Who is teaching Manal at the calligraphy and art club? ....
6 What is Manal making for her uncle? ....

Language

6 Complete the sentences with the correct form of the verbs in brackets.

1 Tamer is learning (learn) a new skill at the moment.
2 Eman and her neighbours .... (repair) Mr Osman's flat now.
3 Mr Osman .... (live) in a lovely flat.
4 Manal and Mona .... (study) calligraphy every day.

7 Work in pairs. Ask and answer the questions.

1 Which subjects are you finding easy or difficult at school at the moment?
2 Tell me about something that you are enjoying at the moment. Why are you enjoying it?

Remember!

Use the present simple for:

- **habits.**
  I always **drink** milk for breakfast.
- **routines and repeated actions.**
  We **go** to school every day.
- **things that are always true.**
  My aunt **lives** in Cairo.

Use the present continuous for:

- **things happening now.**
  I **am sitting** in my English class.
- **unfinished actions in progress around now.**
  My sister **is learning** to dance.
- **temporary situations or actions.**
  They **are painting** the school this week.

Lesson 3

a ☐ b ☐ c ☐ d ☐

Speaking

1 Work in pairs. What can you see in the photos?

Listening

2 Listen to the descriptions and put the photos in the correct order.

3 Listen again and complete the sentences with adverbs from the box.

carefully excitedly happily hungrily loudly ~~slowly~~

1 It's the end of the day and the guests are *slowly* leaving.
2 That's my sister. She is smiling .... at the camera.
3 We're sitting .... on the rocks because they are very sharp!
4 I'm sitting under a tree and .... eating my lunch.
5 I'm waiting .... to get on a plane for the first time.
6 She is laughing .... in this picture because she can see my aunt's cat.

Language

4 Complete the sentences with the correct form of the adjectives in brackets.

1 My sister speaks very *quietly*. (quiet)
2 Mr Ahmed speaks English .... (good)
3 You run ....! (fast)
4 The teacher treats all her children .... (kind)
5 My friend sews .... (bad)
6 The cat is sitting in the sun .... (lazy)

Adverbs of manner

Use adverbs of manner to describe **how** we do the action of a verb.

quick → quick**ly** loud → loud**ly**
easy → eas**ily** lazy → laz**ily**

Some adverbs are irregular:

good → well fast → fast
hard → hard early → early

Reading and listening

5 Listen and read to complete the description of the photo with the expressions in the box.

In the background ~~in the foreground~~ in the middle of on the left towards the right

This is a photo of my family in Al Azhar Park in Cairo. My mother and my sisters are sitting under a tree [1] in the foreground of the photo. [2] ...., you can see the Umm al-Sultan Shaban Mosque. The tree is [3] .... of the photo and my eldest sister Reem is sitting in front of it. Our mother is behind her ... we can't see her face. My middle sister Talia is [4] .... the picture. She is taking a selfie as usual! Our aunt is behind them, down the hill and [5] .... I think she is getting ready to take a photo, too.

Speaking

6 Work in pairs. Find examples of these things in the photos below.

clothes: dresses jeans shirt shorts T-shirt
colours and patterns: (dark / light) blue / green / purple / striped
things: crowds food stalls lemons oranges shopping bags shops
actions: people buying / choosing / selling ... something hanging

7 Now take turns to describe one of the photos using the words from Exercise 6 and some of these phrases.

This is a photo of ... | It shows ... | In the foreground, we can see ... | On the left of the man in the striped shirt, there is ...

Lesson 4

Reading

1 Ask and answer the questions in pairs.

1 Describe the photos. What are the people doing in each one?
2 Do you do any of these things? How do you feel when you do them?
3 When you are sad which of these things do you do to make you feel better?
4 Are there any other things that you do when you feel sad?

2 Read and complete the article with the correct headings a–e.

a Go outside
b Help someone
c Get lots of rest
d Be grateful
e Be friendly

Happiness for teenagers

It's normal to get worried or to feel sad sometimes – but what helps teenagers to feel happy? We found five things that can help.

1 [c] Teenagers often don't sleep enough, but this is a time in your life when you need a lot of sleep. Young people who sleep eight to ten hours a night are much happier!

2 [ ] It's good to be alone sometimes, but people need people. Spend time with your family and also try to make new friends because this makes teenagers happy.

3 [ ] People need nature to be happy. Go to the desert or the river or, if you live in the city, go to a park.

4 [ ] When you do something kind for someone else, this makes you feel happy, too. Try it! You feel really good.

5 [ ] One of the best ways to be happy is to remember the good things in your life and feel pleased about them.

Speaking

3 Ask and answer the questions in groups.

1 Which of the ideas in the article do you think is the best? Why?
2 Choose one of the ideas to try the next time you are feeling sad. Tell your partners what you will do.

Listening

1 Listen to four short conversations and put the photos in the correct order.

2 Complete the expressions that Ali and Hana used to respond to news with the words in the box. Listen again to check your answers.

Congratulations	done	gets better	happy
must be	news	pity	~~sorry~~	worry

1 I'm *sorry* to hear that. I hope he .... soon.

2 It's a .... that you can't come.

3 Well ...., Yasser! That's great ....!

4 That .... difficult. But don't ...., I'm sure things will get better with time.

5 ....! I'm so .... for you. Everyone knows that's a really difficult exam.

3 Which of the expressions in Exercise 2 are used to respond to good news and which are used to respond to bad news?

Life Skills

When you have **empathy**, you can imagine how other people feel. It is important to show empathy when your friends are sad or happy.

Speaking

4 Work in pairs. Take turns to be A and B.

1 Think of two pieces of news, one good and one bad.

Student A: Tell Student B your pieces of news.

Student B: What do you say? Use expressions from Exercise 2.

2 At the end of the conversation, start the next conversation with:

Thanks, and what about your news?

Lesson 6

Reading

1 Read Injy's email to her friend Salma and answer the questions.

1 Why doesn't Injy see Salma at school? ....
2 What isn't Injy happy about? ....
3 What is Injy looking forward to? ....

Hi Salma

How are you? I hope you are enjoying your new school. We really miss you.

I am fine, but there is some bad news from school. Mrs Tahany is leaving! She is such a good science teacher and we are feeling very sad.

I have some good news, too. Guess what? My parents say I can go on the school trip to Amman. I am very excited! There are many amazing places to visit there. The trip is in March and I can't wait.

So what's your news? Write soon!

Injy

Writing

2 Complete the phrases below with the words in the box.

forward going Guess ~~Hello~~ miss See

Useful phrases to use in an email

Phrases to begin:	Dear Injy Hi Injy [1]Hello Injy
Asking how someone is:	How are you? How are things? How's it [2]..........? How's life?
Introducing news:	The news from me / us is that ... [3]..........what?
Talking about feelings:	I / we [4]..........you. I / we hope that you are ... I'm so excited / sad because ...
Talking about the future:	I'm looking [5]..........to ... I can't wait (to) ...
Phrases to end:	Write soon [6]..........you soon

Remember!

- A sentence ends with a full stop (.).
- A question ends with a question mark (?).
- A sentence begins with a capital letter.
- We use commas (,) between clauses of a sentence: I am fine, but there is some bad news.
- We also use commas in lists: We have apples, oranges and pears.

3 Write an email to a friend in your notebook. Use these ideas.

1 Ask him / her how he / she is.
2 Give some bad news / something you are not happy about.
3 Give some good news / something you are happy about.
4 Ask your friend to tell his / her news.

Review

1 Match the jobs with the descriptions.

call-centre worker computer engineer police officer ~~street-food seller~~ shop worker

1 This person prepares food for people to eat in the streets, sometimes from a van or stall. street-food seller
2 This person helps to keep people safe in the streets. ....
3 This person speaks to people on the phone. He or she helps them with their problems. ....
4 This person helps in a place which sells things. ....
5 You call this person if there is problem with your computer system. ....

2 Choose the correct words.

1 Why (are you laughing) / do you laugh now?
2 We **are watching / watch** a film and it is very funny.
3 I usually **have / am having** a drink of water before I **am exercising / exercise**.
4 It **doesn't rain / isn't raining** outside, but it's a bit cloudy.
5 I usually **go / am going** to school by bus, but today I **walk / am walking**.

3 Work in pairs. Take turns to describe the photos using adverbs from the box.

badly carefully happily loudly slowly well

The friends are smiling happily.

4 Write a reply to Huda's email. Write about 90 words.

Hi Jana!

How are you? I hope you are well. Guess what! I've passed my maths exam. I'm really happy, but my brother didn't pass. He is working hard to pass it next time.

It's raining today, so I'm happily sitting in my bedroom. I'm playing a game with my sister. What's your news?

Write soon!

Huda

Workbook page 85

Great jobs

Reading: An article about the Egyptian handball team; a text about Ancient Egyptian doctors; a text about heroes

Writing: A paragraph about rubbish collectors, a paragraph about someone you are proud of

Listening: Descriptions of different heroes, a talk about a family history; a discussion about what makes a hero

Speaking: Talking about heroes; discussing your family history; saying what you are proud of; checking you understand

Language: used to

Life Skills: Collaboration; Communication

Values: Work values; Love and respect for homeland and the family

Issues: Citizenship; Loyalty and belonging; National unity

Can you match the names, dates of birth and jobs to the photos?

Look through the unit and find out what Ancient Egyptian doctors used plants for.

Magdy Yacoub	Princess Fatma Ismail	Omar Abdelkader	Sameera Moussa
1853	1894	1917	1935
Scientist	Surgeon	Patron	Sports coach

What job does a nursing manager do?

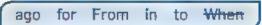
Listening

1 What do you know about the people in the photos on page 22?

2 Listen to someone talking about the people in the photos. Check your answers to Exercise 1.

Language

3 Complete these sentences from Exercise 2 with the correct past time expression. Then listen again and check your answers.

ago for From in to ~~When~~

1 When Omar was 22, a shark attacked him and he lost a leg.
2 Sameera Moussa was born .... 1917.
3 Magdy Yacoub helped people with heart problems .... many years.
4 Magdy stopped most of his work as a surgeon a long time ....
5 .... 1908 .... 1940, people called it the Egyptian University.

4 Complete the sentences with your own answers.

1 I went to primary school for .... years.
2 I started Preparatory School .... years ago.
3 When I was 12 I ....
4 Yesterday, I was at school from .... to ....

5 Look for the verbs in Exercises 3 and 4. Write them in the correct column.

Regular verbs:	Irregular verbs:
attacked	was
....	....
....	....
....	....

Speaking

6 Work with a partner. Ask and answer the questions.

1 What makes a hero?
2 Think of a hero from another country. What did he or she do?

3 Lesson 2

Reading

1 **Do you know the team in the photo? Which sport do you think these players do?**

2 **Read the article and check your answers to Exercise 1.**

Egyptian heroes!

The Egyptian handball team are heroes! They **won** the **handball** Africa Cup of Nations in Tunisia in 2020. They won the final against Tunisia 27–23. That means they are the best team in Africa!

This is not the first time Egypt's handball team played in a final. In 2019, the **junior** team won the under-19 World Cup Final 32–28 against Germany. They were the first team from Africa to win it. In 2018, the **senior** team were also in the final of the Africa Cup of Nations, but lost the final against Tunisia.

Now, lots of people in Egypt love the sport. Let's hope the Egyptian team can win **competitions** again!

3 **Look at the words in bold in the text. Match the words and the definitions.**

1 A sport with seven players in a team. They score by throwing the ball into a goal. handball
2 Events when people try to get a prize by being the best at something. ....
3 the opposite of *lost* ....
4 for younger people ....
5 for older people ....

4 **Read the article again. Are these sentences true (T) or false (F)?**

1 The Egyptian handball team won an important competition in 2020. ...T...
2 The final in 2020 was in Tunisia. ....
3 In 2010, the Egyptian handball team won the final against Tunisia. ....
4 The senior Egyptian handball team won the World Cup Final in 2019. ....
5 Teams from Africa usually win the handball World Cup Final. ....
6 The senior Egyptian handball team did not win the final in 2018. ....
7 The Tunisian team were the best team in Africa in 2018. ....
8 Many people in Egypt like handball. ....

Language

5 Listen and complete.

1 You can pronounce the *-ed* endings on words in three ways. Listen to how the *-ed* endings are different in these three past simple verbs from the article.

2 Listen and write the verbs you hear in the correct column. Then listen again and repeat.

sounds like /id/:	sounds like /t/:	sounds like /d/:
started	helped	played
....	....	....
....	....	....

6 Reorder the words to make past simple questions.

1 to do / the Egyptian / What / were / junior team / the / team / first / ?
What were the Egyptian junior team the first team to do?

2 When / did / World Cup Final / win / the / they / ? ....

3 the / senior team / did / Egyptian / win / 2020 / What / in / ? ....

4 Egypt / competition / Where / win / did / this / ? ....

5 the / 2018 / won / Who / Africa Cup of Nations / in / ? ....

7 Work with a partner. Ask and answer the questions in Exercise 6.

Speaking

8 Discuss these questions in pairs.

1 Why is teamwork important?

2 Which team do you like? Why?

3 Did the team win many games last year? Why?

4 When did your favourite team last win a competition?

5 Would you like to play in a team? Why?

9 Work in pairs. Ask and answer questions about the past using some of these verbs.

be	help	learn	like	live	play	want

Where did your parents live when they were young?

They lived in Tanta.

Speaking

1 Work in pairs. Discuss your family history.

1. Do you know much about your family history? What things do you know?
2. Would you like to learn more about your family history? Why?

Vocabulary

2 Complete the sentences with a word from the box. Use a dictionary if necessary.

charity	countryside	emergency	~~natural disaster~~	proud	volunteer

1. A terrible event, such as an earthquake, is a/an natural disaster.
2. The .... is the area outside a city where there are farms and lots of nature.
3. A/An .... helps people who are poor, sick or don't have a home.
4. A/An .... is someone who works for no money to help people.
5. If you are .... of someone, you feel pleased with them. This is because you think that they are or have done something very good.
6. A/An .... is something serious or dangerous that you need to do something about.

Listening and speaking

3 Listen to Yasser talking about his family history and answer the questions.

1. Which person in his family is Yasser talking about?
2. What job did the person do?

4 Listen again. Complete the sentences.

1. Yasser was doing a school project on someone in his family.
2. Yasser's great grandfather lived in the ....
3. He was a .... for the Red Crescent.
4. He helped when there was a disaster or a health ....
5. Yasser is very .... of his great grandfather.

5 Work in pairs. Who are you proud of? Why?

Yasser

Language

6 **When Yasser was researching his family history, he found out some other interesting information. Complete the sentences with *used to* or *didn't use to*.**

1. Yasser's grandmother used to work in a hospital.
2. Before Yasser's dad got married, he .... (not) live in Cairo.
3. Yasser's uncle .... live in Tunisia.
4. When Yasser's mum was a child, she .... play the piano every day.
5. Before Yasser's grandfather had children, he .... (not) know how to drive a car.

Use **used to** to talk about habits that were true in the past but are not true now.

Positive statements:	He **used to** live in the countryside.
Negative statements:	I didn't **use to** know much about my family history.
Questions:	Did he **use to** live in Cairo? Yes, he did./No, he didn't.
	Where did he **use to** live?

Speaking

7 **Work in pairs and make sentences about the people in the pictures using *used to*.**

They used to have a small car.

They didn't use to have a big car.

8 **Complete these questions for your partner about when he/she was ten.**

1. When you were ten, did you use to live in a different house?
2. .... have any different hobbies?
3. .... walk to school?
4. .... have the same friends?

9 **Ask and answer the questions from Exercise 8 in pairs and make a note of your partner's answers.**

Writing

10 **Write a short paragraph about your partner when he/she was ten. Use the answers to the questions in Exercise 9.**

3 Lesson 4 Culture

Reading

1 Work in pairs. Match the parts of the body to their functions.

1 [b] brain
2 [ ] heart
3 [ ] lungs

a They take in air and help us to breathe.
b It tells the parts of our body what to do.
c It pumps blood around the body.

2 Read the article. Which parts of the body did Ancient Egyptian doctors understand some things about?

3 Read the article again. Are these sentences true (T) or false (F)?

1 Ancient Egyptian doctors used to write about their work. ....
2 The doctors understood everything about how the heart works. ....
3 They thought the brain was very important. ....
4 Some of the medicines we use today are the same as they used in Ancient Egypt. ....
5 We learned how to help people to see from the Ancient Egyptians. ....

Ancient Egyptian doctors

We know how Ancient Egyptian doctors helped their patients because they wrote down their ideas thousands of years ago

The body

Ancient Egyptians doctors understood that the heart **pumps** blood around the body. However, they used to think that the heart also pumped air to our lungs! They were also the first people to understand some of the things the brain does, but they did not know how important it was.

Ways to help

Doctors used to use plants to help people with burns and to stop **infections**. We still use some of these plants today. They also knew how to mend broken bones and sew **cuts**, but they didn't use to know everything. For example, they used to make medicine from animal eyes. They used to think that an animal's eye helped people who could not see!

Speaking

4 Ask and answer the questions in pairs.

1 How do we know about Ancient Egyptian doctors?
2 What did they use to know about the heart?
3 What did they use to do or use to help patients?
4 Are you proud of Ancient Egyptian doctors? Why?

Listening

1 Listen to two people having a class discussion. Tick (✓) the correct topic.

Heroes help people. ☐ Heroes are never scared. ☐ Heroes should work hard. ☐

2 Listen to the conversation again. Complete the expressions with words from the box.

mean	sure	understand	~~What~~	words

Mona: What is a hero, Huda?
Huda: I think a hero is someone who is very brave.
Mona: [1] What do you mean?
Huda: I [2] .... a hero isn't scared of anything.
Mona: I think a hero is someone who is scared, but still tries his or her best.
Huda: I'm not [3] .... what you mean.
Mona: In other [4] ...., they often do difficult or dangerous things.
Huda: It's also about putting other people first.
Mona: Sorry, I don't [5] ....
Huda: I mean a hero helps other people.
Mona: Yes, I agree!

3 Ask and answer the questions below in pairs.

1 Which of the expressions in red in Exercise 2 do you use if you do not understand?
2 Which of the expressions do you use to explain what you mean?

Speaking

4 Work in pairs. Complete and then role-play the dialogue.

A: I think rubbish collectors can be heroes.
B: [1] ....?
A: I mean, we need rubbish collectors.
B: Sorry, [2] ....
A: [3] .... they do something very useful. They collect rubbish from our homes. The city would be terrible without them!
B: That's true. What about street cleaners?
A: I'm not sure [4] ....
B: I mean, street cleaners are also important because they help to keep our cities clean.
A: Yes, that's true!

Workbook page 90

Reading

1 Read the article. Who is the writer's hero? Why?

My heroic mother

1 Today, my mother is an important nurse, Mrs Karima Mohamed, but I know that her life used to be difficult. She studied to be a nurse at the Faculty of Nursing in Ain Shams University and used to work as a nurse too, sometimes at night, to learn all she could. She then got a job at a big hospital in Cairo. She continued to work hard but did not stop her studies, and soon she became one of the most important nurses in Cairo.

2 Now, she works in a big hospital in Cairo. In 2020, many people became ill and she worked every day for many weeks. It was difficult, but **heroic** work, because most of them got better. She is also a **nursing manager** and she helps to teach younger nurses.

3 I think she is a hero because she studied and worked very hard to get an important job and now she helps people every day. She always tells me that education is very important, and that if I work hard, I can do anything.

Remember!

It is easy to confuse some words, for example *to/too, know/no, their/there, its/it's* and *than/then*. Do you know the difference between these words? Use your dictionary to check.

2 Read the article again and answer the questions.

1 What is the paragraph number?
   - **a** why the writer thinks she is a hero ....
   - **b** what the hero does now ....
   - **c** what the hero was like when she was younger ....

2 Which sentence in each paragraph tells us the main idea? ....

3 Do the other sentences in the paragraphs give information about the main idea, or something different? ....

Writing

3 Write three paragraphs about your hero.

Include the following information:

- Some information about his/her life
- Why you think he/she is a hero

Writing tip

Start a new paragraph for each main idea. The first sentence of a paragraph is the topic sentence that introduces the main idea.

Review

1 Use the clues and find the words in the word search.

1 an event when people try to get a prize
2 you can give money to this to help poor people
3 for younger people
4 these take air into the body
5 a girl or woman
6 for older people

c	h	a	r	i	t	y	s	i	d	e
o	v	a	b	y	p	n	w	x	z	d
m	p	q	n	q	s	o	n	d	w	e
p	v	u	m	c	z	i	d	d	e	o
e	b	b	k	u	v	i	a	e	o	w
t	m	j	u	n	i	o	r	e	r	y
i	k	b	o	c	b	o	s	t	o	b
t	p	i	o	v	f	b	f	w	q	e
i	o	f	e	m	a	l	e	u	r	e
o	p	b	m	i	l	u	n	g	s	p
n	x	u	i	n	e	w	e	l	p	e
p	h	q	s	e	n	i	o	r	t	y

2 Complete the sentences using the past simple of the verbs in brackets or the correct form of *used to*.

1 My uncle used to be (be) a firefighter, but now he is a police officer.
2 Last year, I .... (go) to Cairo and .... (visit) a fantastic museum.
3 Dina .... (not / give) money to a charity, but now she does.
4 .... Hossam Hassan .... (be) captain of the Egyptian Football team?
5 .... you .... (see) the film about the earthquake on TV last night?
6 Nour El Sherbini .... (win) the World Squash Championship in 2020.

3 Write four sentences about yourself using *used to / didn't use to*.

1 I used to play basketball, but I don't now.
2 ....
3 ....
4 ....

I used to play basketball, but I don't now.

I didn't use to get up early when I was young.

4 Work in pairs. Read your sentences from Exercise 3. Ask your partner for more information.

Project

Make a poster about modern heroes.

1 Work in small groups. Think of some adjectives to describe a modern hero.
2 Think of some examples of modern heroes. You could use your ideas from Lesson 6. Why do you think they are heroes?
3 Make a poster about your modern heroes. Give your ideas and some examples.
4 Show your poster to the class. Did you have similar ideas?

Lesson 1

Listening

1 Complete the questions with the correct question word.

How What What time
Where Who Why

1 ....Where...... did you live when you were a child?
2 .... did you live with?
3 .... did you usually get up?
4 .... did you get up so early?
5 .... did you go to school?
6 .... subjects did you like at school?

2 Listen to Dalia talking to her father. Check your answers to Exercise 1.

3 Listen again and complete the answers to the questions in Exercise 1.

1 He lived in a .....village..... near Luxor.
2 He lived with his parents, sisters and ....
3 On a school day he got up at .... am.
4 Because he lived far away from his ....
5 He went on his ....
6 He liked .... the best.

Speaking

4 Work in pairs.

Look carefully at pictures A and B. Then ask and answer questions about your pictures to find eight differences between them.

What is the girl doing in your picture?

She is sitting happily on the bed and talking on the phone

Reading

1 Read the interview with a scientist in Antarctica and choose the correct words.

Life in Antarctica

a ☐ I ¹used / use to work as a scientist at a university. Then I saw a job advertisement for scientists to work in Antarctica for a year and I ²am thinking / thought it looked interesting.

b ☐ Some things ³is / are the same as home! We usually ⁴get up / got up at about 7 am. We have breakfast and ⁵did / do some exercise. Then we start work at 9 am and ⁶finished / finish at 5 pm. We eat dinner together and then watch TV, play some games or read.

c ☐ At the moment it ⁷is / is being winter so it is dark all day and night! The weather is very cold and windy. Only 20 people ⁸worked / are working here now. I miss my friends and family, but it is an amazing experience!

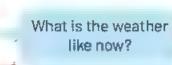
2 Read the text again and match the questions 1–3 to the answers a–c.

1. What is daily life like in Antarctica?
2. What is different about life in Antarctica?
3. Why did you come to work in Antarctica?

3 Work in pairs. Would you like to live in Antarctica? Why?

Speaking

4 Use the words to make questions. Then ask and answer the questions in pairs.

1. What / the weather like / now?
2. What / you / looking forward to?
3. How often / exercise?
4. What time / go to sleep?
5. What / do last night?
6. What / eat / for dinner yesterday?

The sun is shining and it is hot.

Writing

5 Write a reply to this email from a penfriend in Canada.

Hi!

How are you? I wanted your help with something. My homework is to write about life for children around the world. I have some questions about life in Egypt when you were a little child. What games did you use to play? What did your favourite toy use to be? What did you use to eat?

I hope you can answer the questions for me.

Write soon!

Max

Unit

4

Lesson 1

Into the past

Reading: Reviews of historic places in Egypt; a student's account of Jerash; information about a museum; a text about ancient objects; a text about the Stone Circles of Senegambia

Writing: A paragraph describing a historic place; a report about a historic site

Listening: A talk about a school trip; a talk about a historic place; an account of a trip to a museum; a class debate

Speaking: Describing a historic place; a telephone call asking for information; a debate about the effects of tourism

Language: Past continuous

Life Skills: Self-management; Critical thinking

Values: Coexistence values; Responsible behaviour

Issues: Environmental and developmental issues

Discuss

Which of these places do you know? Which places would you like to visit?

Cairo, Egypt

Leptis Magna, Libya

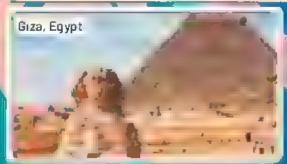
Djenne, Mali

Find

Look through the unit. Where are the Stone Circles?

Giza, Egypt

Djemila, Algeria

Baalbeck, Lebanon

Research

Find out some facts about the history of Elephantine Island in Aswan.

Vocabulary

1 Work in pairs. What do you think these words mean? Find them in the photos on page 34.

arch	castle	mosque	museum	pyramid
ruins	stadium	statue	temple	theatre

Listening

2 Listen to the teacher. What is she telling the class about?

a a holiday b a school trip c a school project

3 Listen again and complete the table.

Students must	Students mustn't
arrive at school on time	....
....	....
....	....
....	
....	

Language

4 Complete the rules with *must* or *mustn't*.

1 You mustn't eat or drink. You .... be quiet.

2 You .... listen to the teacher. You .... be noisy in class.

3 You .... touch the stones. You .... put your rubbish in the bin.

4 You .... have a shower before you swim. You .... run near the pool.

Speaking

In a museum, you mustn't touch the objects.

5 Work in pairs. Think of another place. Say the rules.

Workbook page 95

Lesson 2

Reading

1 Read the reviews and answer the questions.

An amazing day out!

I visited Abydos last week with my cousins. There's so much to see: temples, amazing art and ruins in the desert. I'm not usually very interested in history, but this place is **awesome**! It is really amazing!

Maged, *Cairo*

Get a guide

The ruins at the Karnak Temple were amazing and we really enjoyed our visit! It's a big place, so you need a few hours to walk around it. It's also a good idea to get a guide to tell you all about the history.

Leila, *Assiut*

Go back to Roman times!

I visited the Roman theatre in Alexandria with my cousins last week. It is easy to imagine what life in Roman times was like here. There are also statues and the ruins of a temple in the museum there. It was great fun.

Samir, *Giza*

Which person ...

1 visited a museum? Samir
2 thinks you need a few hours to see everything? ....
3 does not usually like learning about old places? ....
4 says you should ask someone to explain things about the place? ....
5 thinks the ruins here are really good? ....
6 visited Abydos with his family? ....

2 Look at the photos. What do you think people did in Jerash 2,000 years ago?

A
B
C
D

3 Read about Jerash and match the photos A–D to the paragraphs 1–4.

The City of Jerash By Azza

Jerash is a Roman city in Jordan. It is more than 2,000 years old!

1 [B] When you go there, the first thing you see is the entrance to the city The arch is very tall. You must buy a ticket before you go in.

2 [ ] The Romans enjoyed watching sport. This stadium is for Roman horse races. You can watch races there today

3 [ ] Jerash has three Roman theatres. The biggest theatre is the South Theatre. Five thousand people can sit here.

4 [ ] This temple is on a hill. There is an amazing view of the city from here.

I think it is important to learn about **historic** places around the world. We must protect them so that people can visit in the future, too.

4 Read the text again and answer the questions.

1 What do you think *historic* means?
Historic means important in history.
2 How old is the city of Jerash? ....
3 What did people watch at the stadium? ....
4 How many people can sit in the theatre? ....
5 What can you see from the temple? ....
6 Why does Azza think it is important to protect historic places? ....

Values

1 What can we learn from historic places?
2 Why is it important to learn about the history of other countries?
3 How should you behave when you visit historic places in other countries?

Speaking

5 Work in pairs. Tell your partner about a historic place you visited. You can use some of these adjectives.

amazing ancient awesome historic interesting

The pyramids of Dahshur are awesome! I went there with my family last year and we loved it.

Writing

6 Write a short description of the place you talked about in Exercise 5.

Speaking

1 Look at the information below. Where is it from?

a a web page **b** a magazine **c** a book

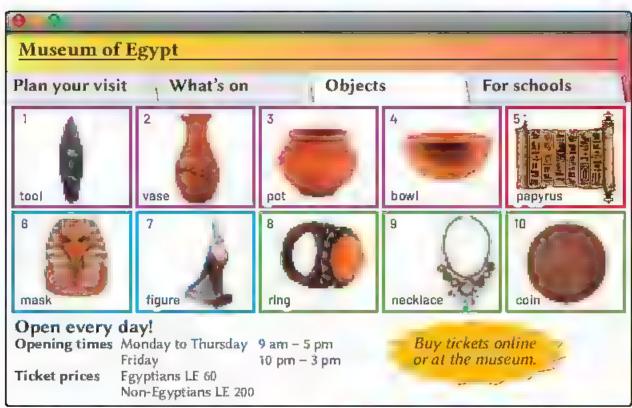
Museum of Egypt

Plan your visit | What's on | Objects | For schools

1 tool
2 vase
3 pot
4 bowl
5 papyrus
6 mask
7 figure
8 ring
9 necklace
10 coin

Open every day!

Opening times	Monday to Thursday	9 am – 5 pm
	Friday	10 pm – 3 pm
Ticket prices	Egyptians LE 60	
	Non-Egyptians LE 200	

Buy tickets online or at the museum.

2 Work in pairs and have a role-play. Take turns to be A and B.

Student A: You want to visit the museum on Friday afternoon with your parents. Phone the museum to find out:

- What time you can go
- Where you can buy tickets
- How much it will cost
- Some of the things you can see there

Student B: You work in the museum. Answer the phone and use the information on the web page to answer Student A's questions.

Remember

Asking for information on the telephone

How can I help you?
Hello, can you tell me ...?
Certainly./Of course. It's ...
I'd like to know what time ...
Can I buy ...?
Thank you for your help.

Can you tell me the price of a ticket, please?

Is that for adults or children?

Listening

3 **Listen to Ahmed's talk about a museum visit. What did he leave at the museum?**

Language

4 **Listen again and complete the sentences.**

1 While we were waiting to go into the museum, I saw.... my friend Amir.

2 As my parents .... the tickets Amir and I decided what we wanted to see first.

3 While we were looking around the museum, Amir and I .... some tall doors with amazing designs on them.

4 I .... my bag on the floor while I was taking a photo.

5 As we .... home, Amir phoned me.

I was / We were doing

Use ***I was / We were doing*** something to talk about actions that happened over a period of time in the past.

He	**was reading**	all morning.
They	**were travelling**	for a long time.

- Use ***As / While*** before the longer actions.

  As we ***were walking*** into the museum we ***saw*** some huge statues.
- Use **When** before shorter actions.

  We ***were looking*** around the museum ***when*** Amir ***found*** some tall doors.

Speaking

5 **Work in pairs. Take turns to complete the sentences.**

1 As I was reading my book, ...

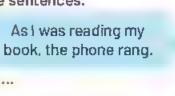
2 As the teacher was talking, ...

3 I was watching a TV programme when ...

4 When I started to play ...

5 The doorbell rang just as ...

6 When I returned home yesterday, ...

7 As I was doing my homework ...

Lesson 4 Culture

Reading

1 Read about objects in Ancient Egypt. Why did people draw squares on the floor?

2 Read the text again and correct the mistakes in these sentences.

1 People used mirrors to help them paint ~~their feet.~~ around their eyes.
2 The paint protected people's eyes from the wind. ....
3 People made pots with clay from the sea. ....
4 People mixed the ingredients in big pots. ....
5 Senet boxes have 13 squares. ....

Objects from Egypt's past

Objects from the past can help us to understand what life was like many years ago. They can also show us that we use many of the same objects today!

In Ancient Egypt, many people used mirrors to help them paint around their eyes. This was not just to make them look good: the paint helped to protect their eyes from the sun and kept away insects. The mirrors were metal and had interesting **designs**. Where do you have mirrors in your home?

The Ancient Egyptians used pots and bowls for making food such as bread. These objects were made of **clay**, which came from the River Nile. While some people were mixing ingredients for bread in bowls, other people used large stones to mix the ingredients in a bowl. How do we make bread today?

Ancient Egyptians liked playing games like **senet**. Senet boxes have 30 squares. This box is made of wood and is about 3,500 years old. Some people did not have senet boxes, but they still played the game. They drew the squares on the floor. What games are popular in Egypt today?

3 Read the text again and complete the table.

Object	What is it made of?	What was it for?	Do people use this today?
mirror	metal	helping to paint around their eyes	
bowl			
senet box			

Speaking

4 Ask and answer the questions in the text in pairs.

Where do you have mirrors in your home?

We have one in the bathroom.

Listening

1 Listen to Amira and Hana having a class debate. Who thinks tourism is good for historic places? Who thinks it is bad?

2 Listen again and complete the conversation with these phrases.

I don't agree | I don't think so | ~~I think it is~~ | I see what you mean | Maybe

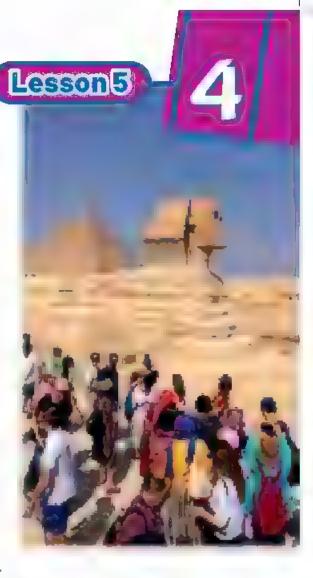
Amira: What do you think, Hana? Is tourism good for historic places?

Hana: Yes [1] I think it is. Tourists bring money to an area. This helps the local people.

Amira: [2] .... A lot of the money goes to big companies, not local people.

Hana: [3] .... but some holiday companies help the environment and the local people.

Amira: [4] .... that tourism helps the environment. Tourists drop rubbish and damage places in other ways, like sitting on ancient ruins.

Hana: [5] ...., but most tourists behave well. They know it's important to protect historic places.

3 Read the conversation again and complete the table. Can you add your own ideas?

Is tourism good for historic places?	
Yes	**No**
It brings money to an area	....
....	....
....	....

Life Skills

It is important to protect all parts of the environment.

1 How can we help to protect historic places?
2 How can we protect the environment when we travel?
3 What can big companies do to protect the environment?

Speaking

4 Work in pairs. Discuss.

Do you think tourism is good or bad for historic places? Why?

What do you think, Abbas? Is tourism good for historic places?

I don't think so. Tourists often travel by car. This makes more pollution.

Lesson 6

Reading

1 Read the report and look at the photos. Where are the stone circles and what do you think they can tell us?

Report on the Stone Circles of Senegambia

Map of the stone circles of Senegambia

Where are the stone circles?

- There are more than 1,000 Stone Circles of Senegambia. They follow the River Gambia for 350 kilometres across two countries: Senegal and Gambia.

Why are the stone circles important?

- The stone circles are very important to the history of Senegal and Gambia. They tell us about the people who made them and how they lived.

Stone circles at Wassu, Gambia

Stone circles at Sine Ngayene, Senegal

How old are the stone circles?

- The oldest stone circles are around 2,300 years old and the youngest are around 500 years old. This means that people were building the circles for more than 1,800 years.

Can tourists visit them?

- Tourists can visit them, but they must not damage them. Money from tourism helps to pay for local people to look after the stones. It is important to protect the stones.

2 Read the report again and answer the questions.

1. How many stone circles are there? There are more than 1,000.
2. How old are the oldest stone circles? ....
3. How long were people making the stone circles? ....
4. What does the money from tourism help the local people to do? ....

3 Write a report of the place you researched in Lesson 1.

Include the following information:

- What and where is the historic place?
- Why is it important?
- How old is it?
- What are people doing to protect it?

Writing tip

When you write a report:

- include subheadings for each paragraph
- label maps, pictures, photos and diagrams
- use a bullet point (•) for each fact

Review

1 Match the objects with the photos.

arch coin mask ruins tool ~~vase~~

1 vase 2 .... 3 .... 4 .... 5 .... 6 ....

2 Rewrite these rules for visiting a castle using *must* or *mustn't*.

1 Buy your ticket before you enter.
You must buy your ticket before you enter.

2 Don't eat inside the castle. ....

3 Leave large bags at the ticket office. ....

4 Take your rubbish home. ....

5 Don't climb on the walls: it's dangerous! ....

6 Walk carefully and follow the signs. ....

3 Play a game. Choose two numbers between one and six and make sentences with ***As/While***.

	Past continuous	Past simple
1	watch / TV	I / see my friend
2	read / book	my friend / phone me
3	walk / to school	it / start to rain

	Past continuous	Past simple
4	play / on the computer	I / lose my keys
5	do / homework	I / drop my pencil
6	visit / museum	I / find out / interesting fact

Four and six. While I was playing on the computer, I found out an interesting fact.

Lesson 1

Helping you, helping me

Reading: An article about kindness; blogs about volunteering for charities; *A Little Princess*; a news report about a charity; a blog about a project

Writing: A blog post on how to help your community

Listening: Conversations about jobs in the house; descriptions of photos; stories about people who helped people making suggestions

Speaking: A discussion about jobs in the house; discussing random acts of kindness; making suggestions

Language: *who, which, that, where*

Life Skills: Participation; Collaboration

Values: Coexistence values; Sharing; Random acts of kindness

Issues: Community participation

Discuss

Can you match the jobs in the house with the photos?

cooking	☐	taking out the rubbish	☐
looking after my brother	☐	tidying up	☐
putting away my clothes	☐	washing up	☐

1

2

3

Find

Look through the unit. Who helps animals?

4

5

6

Research

How many people in the class do all of the jobs in the photos every week?

Listening

1 Listen to four teenagers doing the jobs on page 44. What do they do to help in the house? Listen and match the names with the jobs.

2 Listen again and circle the correct answer.

1. Hala is a (messy) / tidy person and there are often things on her bed.
2. Munir washes up after **breakfast / dinner** on Mondays and Wednesdays.
3. Adam takes out the rubbish **every day / when the bins are full**.
4. Adam takes the **lift / stairs** to go down to the street.
5. Nader helps his brother **do his homework / get his schoolbag ready**.

3 Choose the correct answer.

1. Hala has to put away her .... once a week.
   (**a** clothes) **b** toys **c** books
2. Adam doesn't have to take out the .... every day.
   a snacks **b** bins **c** washing
3. Nader and his brother have to get ready for ....
   a games **b** homework **c** school

Language

4 Complete the sentences with the correct form of *have to*.

1. It's a holiday today. We don't have to go to school.
2. My father .... get up at six o'clock every day to go to work.
3. When you get on the bus, you .... buy a ticket.
4. At the weekends, I .... get up early; I can stay in bed until 9 o'clock.

Speaking

5 Make questions with *have to*. Then ask and answer the questions in pairs.

1. have to / walk / school?
2. What sort of jobs / you / have to / do at home?
3. your best friend / have to / walk to school?

Workbook page 102

Lesson 2

Speaking

1 Work in pairs. What is happening in each photo? What problem does each person have?

Listening

2 Listen to two people talking about the photos. Do they have the same ideas as you?

3 Match to make sentences. Listen again to check your answers.

1 [c] The other students shouldn't forget
2 [ ] They should try
3 [ ] They should look
4 [ ] Someone should run
5 [ ] Someone in her family
6 [ ] She shouldn't

a should make her a cup of tea.
b carry all those things.
c how it feels when you start school.
d to make friends with her.
e after him and give the bag back.
f inside the bag to find his name and address.

Language

4 Work in pairs. What *should* or *shouldn't* you do or say in these situations?

1 You find a bag with money in it on the floor of a shop.
2 You remember that it is your friend's birthday today.
3 You don't understand the lesson.
4 There is an important test tomorrow, but your brother wants to play video games.
5 You feel ill in the class.

Remember

should – it's a good idea to do this.
shouldn't – it's not a good idea to do this.

We should ask the shopkeeper to look after it.

Reading

5 Read the article. What happens on Random Acts of Kindness Day?

Random acts of kindness

In 1982, some friends were in a restaurant in California, USA. They wanted to make the world better. One of the friends, Anne Herbert, wrote down her idea: *Practise **random** acts of **kindness**.* A random act of kindness is a kind thing that you do for someone, for no reason. You can do random acts of kindness for the people you know: for example, buy flowers for your mother. You can also be kind to **strangers**: for example, give your seat to someone on a bus. Now, February 17th is Random Acts of Kindness Day. All over the world, people do kind things for the day: not because they have to, but because they want to see a **smile** on a person's face. Isn't that a **fantastic** idea?

6 Look at the words in bold in the article. Match the words and the definitions.

1. when you do things to help others and show that you care about them kindness
2. people you don't know ....
3. very good ....
4. happening without a plan ....
5. the shape of your mouth that shows you are happy ....

7 Read the article again. Are the sentences true (T) or false (F)? Correct the false sentences.

1. The idea for random acts of kindness comes from America. T
2. A group of friends had the idea together. ....
3. You have to have a good reason to do a random act of kindness. ....
4. We can only do random acts of kindness for strangers. ....
5. On Random Acts of Kindness Day, people have to do kind things. ....

Speaking

8 Ask and answer the questions in pairs.

1. Do you think people should always do random acts of kindness? Why?
2. What would you like to do on Random Acts of Kindness Day?

Project

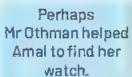
1. Try to do random acts of kindness for three days, at home and at school.
2. Take notes about what you do and how people feel. You will need these notes later in the unit.

Lesson 3

Speaking

1 Work in pairs. Look at the photos. Can you guess how these people helped Amal?

Mr Othman

Aunt Dalia

Rana

Listening

2 Listen to Amal, check your answers to Exercise 1 and complete the sentences.

1 Mr Othman is Amal's neighbour. He helped her to pass her maths exam.

2 Amal's Aunt Dalia .... Amal some ....

3 Amal's little cousin Rana .... her ....

Language

3 Complete the sentences with the phrases in the box. Listen again to check your answers.

~~books which~~	person who	place where	trainers that	watch that

1 The books which he used to help me were his old school books.

2 My aunt Dalia is a .... is always very kind to me.

3 She bought me the .... I wore when I played in the school volleyball team.

4 It was the .... my father gave me for my birthday.

5 The .... I lost my watch was the garden.

who, which, that, where

- Use *who*, *which*, *that* and *where* to help identify a person, thing or place. Use **who / that** for people, **which / that** for things and **where** for places.

  Mr Zaki is the teacher who helped me the most when I started at this school.

  The present **that / which** I bought for my grandmother is in my bag.

  Alexandria is the city where both my big sisters are studying.

4 Complete the phrases with *who, which / that* or *where*.

1. I saw Ahmed in the park *where* we often play football.
2. Mr Sabri's the teacher .... taught my sister.
3. The café .... I meet my friends sells delicious ice-cream.
4. You left the bag .... you bought at the weekend at my house!
5. The boy .... was my best friend at school moved to a different city.
6. I gave the shoes .... are too small for me to my cousin.

Reading

5 Ask and answer the questions in pairs.

1. What charities do you know?
2. Who or what do they help? How do they do this?

6 Read these extracts from the blogs of three teenagers and complete the sentences.

1. Samir *helps* to clean beaches and *picks up* rubbish.
2. Fatma visits an old lady who is .... and she loves .... to her.
3. People .... money to the charity and Ahmed helps to .... the animals.

I work as a **volunteer** for a charity which helps to clean our local beach. At the weekend, we go to the beach and **pick up** the rubbish that people left behind. We always pick up lots of plastic bottles!
Samir

It is good to help people in the **community**. I visit a home for old people who are **disabled** so it's difficult for their families to look after them. I go there after school on Thursdays. The volunteers have a special person who we visit and talk to. The woman who I visit is called Mrs Nahla. She worked as a nurse when she was young and she is a fantastic person. I love talking to her.
Fatma

I work for a charity which looks after animals that are old or sick and cannot work any more. People **donate** money to the charity to buy food for the animals such as horses and camels. We help to feed the animals and look after them. This camel is very old and she is my favourite animal.
Ahmed

Speaking

7 Which charity work would you like to do? Why?

People who are volunteers for a charity help their communities. What are some other ways we can help in the community?

5 Lesson 4

Reading

1 Ask and answer the questions in pairs.

1 This is a picture from a story called *A Little Princess*. What do you think is happening?

2 Which person do you think is a princess?

3 How does the girl sitting in the street feel?

4 What do you think happens next?

A Little Princess

by Frances Hodgson Burnett

Everyone at Sara Crewe's **boarding school** calls her 'a little **princess**' because her father is very rich. After Sara's father dies, the headteacher, Miss Minchin, starts being **cruel** to Sara because she has no money. She makes Sara work as a **servant**. Sara has to work very hard and does not get much food. However, Sara decides to **behave** like a real princess, so she is always kind and polite to everyone.

One day, Sara finds a coin in the street. She can't find the **owner**. She goes to the baker's to buy some cakes. When she comes out, she sees a **beggar** and gives the girl most of her cakes. Sara can see that this girl is cold and hungry. Sara thinks that a real princess should always be kind and generous like this. When the baker sees this, she is surprised. "This girl is very strange. She is very poor but she is kind to beggars," she thinks.

2 Read part of *A Little Princess* and check your answers to Exercise 1.

3 Look at the words in bold in the text. Match the words and the definitions.

1 not kind *cruel*

2 a school where the students live all the time ______

3 act or do something in a certain way ______

4 a poor person who asks others for money, etc. ______

5 a person who works in a house, cooking, cleaning, etc. ______

4 Read the story again and answer the questions.

1 When does Sara become a servant? ______

2 Why is Sara kind and polite to everyone? ______

3 Why is Miss Minchin cruel to Sara? ______

4 Why does the baker think that Sara is strange? ______

5 Work in groups of four and role-play the story.

1 Research what happens at the end of the story, then choose a role to play (Sara, Miss Minchin, the beggar girl, the baker).

2 Act out the story, with the ending, in front of the class.

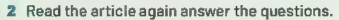
Reading

1 Read and complete the newspaper article about another kind person.

all ~~donated~~ million share

Large charity donation

Fareeda Rashwan, age 32, has [1] donated two [2] .... pounds to charities in the city. The businesswoman says that she wants the charities to use the money to help people who need it. The charities can decide to [3] .... the money between them or give [4] .... the money to one charity. The important thing is to help as many people as possible.

2 Read the article again answer the questions.

1 Why is Fareeda giving away money?

2 What can the charities do with the money?

Listening

3 Listen to Leila and Amal talking about the article and answer the questions.

1 Which charities does Amal think they should help at first?

2 What do they agree the charities should do?

4 Listen again and put these expressions in the order that you hear them.

- [ ] OK, but which charity then?
- [1] I think that the charities should share the money.
- [ ] I'm not sure, Amal. I think it would be better if ...
- [ ] I see what you mean.
- [ ] I agree that it's very important to ... but I also think it's important to ..

Speaking

5 Work in groups of three.

1 Choose a charity that you think the money should go to. It can be any charity from the book or that you know.

2 Think of three reasons why this charity should get the money and how they could use the money.

3 Discuss your ideas with another group. Use the expressions in Exercise 4 to make suggestions and agree or disagree.

4 Make a final decision as a group.

Lesson 6

Reading

1 Read Hassan's blog and answer the questions.

HASSAN'S BLOG

Random Acts of Kindness Project

Our class decided to try to do one act of kindness every day for three days. This is what I did.

First, on Monday, I bought my grandmother some of her favourite cakes at the baker's on the way home from school. She was surprised, but very happy. After that, on Tuesday, I let some younger students go into the canteen in front of me. Finally, on Wednesday, I took a sandwich and a cold drink to the old man who often sits on our street corner. He gave me a big smile. In my opinion, doing random acts of kindness is fantastic. I don't want to stop.

1. How much time did Hassan's class spend on this project? three days
2. What kind thing did Hassan do for somebody in his family? ....
3. What did he do for a stranger? ....
4. Which other people did he help? ....
5. What does he think about the project? ....

2 Read the blog again and complete the following information.

1. Expressions for putting things in order: first, ..., ..., ..., ..., ...
2. Words to talk about what people felt or did: happy, ..., gave me a ...., ..., ...
3. Expressions to give your opinion: in ...., ..., ..., ...

Now add these words and expressions to the correct groups.

I feel that	I think that	next	pleased	secondly	then

Writing

3 Write a blog post about the Random Acts of Kindness project.

1. Look at your notes about the project you completed in Lesson 2.
2. Use your notes to write a blog. Begin like this:
   Our class decided to do one act of kindness every day for three days. This is what I did.
3. Say what you did each day and what the other person did and felt.
4. Say what you think about the project. Use some of the expressions from Exercise 2.

Writing tip!

Remember to use exclamation marks (!) to show exciting, unusual or surprising events: I did not want it to stop!

Review

1 Complete the text with the words in the box.

bins	community	donate	~~messy~~	put away	take out	tidy up

I share a bedroom with my sister and we are sometimes quite [1] messy, so we usually [2]........ every evening before we go to bed. We [3]........ all our clothes and books. Twice a week my brother and I [4]........ the rubbish. We do it together because the [5]........ are quite heavy. My parents [6]........ money to a charity which helps a local school for disabled people. We think it is important to help people in the [7]........ .

2 Complete the dialogue with the correct form of *have to*.

Nasser: [1] Do you have to study this evening, Omar?
Omar: Yes, I [2]........ . I have a geography test tomorrow.
Nasser: What about your brother? [3]........ he .... study, too?
Omar: No, he [4]........, but he [5]........ tidy up his bedroom: it's really messy!
Nasser: It's nearly the end of break. Where [6]........ we .... go for the next lesson?
Omar: The laboratory! We've got science.

3 Reorder the words to make questions. Then ask and answer the questions in pairs.

1 all day / Why / watch TV / shouldn't I / ?
2 should I / to get better/ do / at English / What / ?
3 eat / What / to be healthy / shouldn't you / if you want / ?
4 do / should I / What / kindness / random act of / next week / ?

Why shouldn't I watch TV all day?

Because you shouldn't watch too much TV.

4 Choose *who*, *which*, *that* or *where*, then complete the sentences with a phrase from the box. You do not need two of the phrases.

~~always has a smile on her face~~	bought at the weekend	is very soft
I find interesting, but difficult	my grandmother was born	we went swimming last week

1 My sister is a happy person (who) / where / which always has a smile on her face.
2 That is the house **which / where / who** ....
3 History is a subject **which / what / who** ....
4 Let's go back to the beach **where / who / that** ....

5 Write in your notebook about a time when you helped someone or did something for a charity in your notebook.

1 What did you do?
2 When did you do it?
3 What happened?
4 How did you feel?

6

Lesson 1

Different environments

Reading: A presentation about climate change graphs· city profiles· a newspaper report
Writing: A profile about where you live· a paragraph on how to use less water; a short report for a school newspaper; a presentation about the climate
Listening: Radio news reports· a podcast about tourism
Speaking: Solving environmental problems· Suggesting solutions to a problem
Language: *(not) as* + adjective + *as*· Present simple passive
Life Skills: Negotiating· Problem-solving
Values: Coexistence values
Issues: Environmental and developmental issues

Find these things in the photos. Who can finish first?

air pollution drought flood rubbish water pollution

Look through the unit. What is happening to Mount Kilimanjaro?

Find one way in which people in Egypt are trying to help the environment.

Listening

1 Listen to two reports on a radio news programme for students. Which of the photos on page 54 are they talking about?

2 Listen again and circle the correct words.

1 The volunteers are finding (more) / less rubbish than before.
2 They want the schools / people who live in the city to help.
3 Alexandria has new electric trains / buses.
4 People hope there will be less air / water pollution in the city.

Language

3 Complete the sentences with the adjectives in the box to make comparatives.

clean comfortable green ~~polluted~~

1 The canal is more polluted than it was before.
2 The volunteers want to make the canal ....
3 The electric buses in Alexandria cause less air pollution so they are .... than the old buses.
4 People think that the seats on the new buses are .... than the old buses.

Remember

Short adjectives		Long adjectives	
quiet	quieter	careful	more careful
hot	hotter	beautiful	more beautiful
dry	drier	relaxing	more relaxing
bad	worse	comfortable	more comfortable

May was dry last year but June was **drier**.
Is today hot**ter** than yesterday?
This book is bad but the other book is **worse**.
Watching sport is **more** relaxing than playing sport.

Remember

green = good for the environment
Taking the train is greener than driving.

Speaking

4 Work in pairs and compare the following. Use the adjectives in the box or your own ideas.

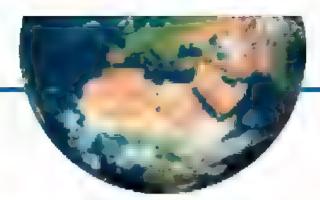
attractive comfortable green large noisy relaxing

1 bikes / cars
2 the city / the countryside
3 Africa / Europe
4 reading / watching TV

Bikes are greener than cars.

Yes, but cars are more comfortable than bikes!

Workbook page 108

6 Lesson 2

Reading

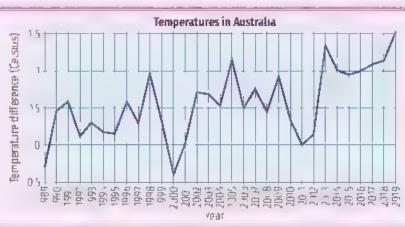
1 Work in pairs. What do you know about climate change? How is it changing the planet?

2 Read the presentation. Does it talk about the problems you discussed in Exercise 1?

A changing world

Today's presentation is about climate change. This means our planet is changing. Here are two places that are different now.

Australia

In this **line graph**, the **x-axis** shows the year and the **y-axis** shows the change in temperature. You can see that the climate in Australia is becoming hotter and drier. More droughts mean worse fires than ever before. Climate change means Australia is a more dangerous place to live.

Mount Kilimanjaro

This **bar chart** shows that warmer and drier weather is **melting** the ice on top of Africa's highest mountain, Mount Kilimanjaro. You can see that the area of ice is much smaller than 140 years ago. The good news is that the ice is not melting as fast as before. However, the ice is continuing to get smaller.

3 Read the presentation and look at the graphs again. Are these sentences true (T) or false (F)? Correct the false sentences.

1 2010 was the hottest year in Australia. (F) It was 2019.
2 Drier weather causes bad fires in Australia. ....
3 Climate change means fewer people live in Australia. ....
4 There is less rain around Mount Kilimanjaro than before. ....
5 One hundred and forty years ago there was more ice on the mountain. ....
6 The ice on Mount Kilimanjaro is melting faster these days. ....

Language

4 Complete the sentences with *as* ... *as* ... and the words in brackets.

1. Mount Kenya is not as high as (not / high) Mount Kilimanjaro.
2. I think that air pollution is .... (serious) water pollution.
3. Europe is .... (not / dry) Australia.
4. The pollution in the countryside is .... (not / bad) the pollution in cities.
5. Recycling is .... (important) using less electricity for the environment.

(not) as + adjective + as

- Use **as ... as ...** to talk about things being the same.

  Droughts are **as serious as** floods.
- Use **not as ... as ...** to talk about things not being the same.

  Australia is **not as hot as** Africa.

  The ice is**n't** melting **as fast as** before.

Project

Work in groups and prepare a presentation about a graph.

1. Use the internet or a book to find a line graph or bar chart that shows information about the climate in a country or city.
2. Use the information to prepare a presentation to the class. Think about the following:
   - What do the x-axis and y-axis show?
   - What comparisons and conclusions can you make?
3. Find photos or pictures to go with your presentation and use some of the following expressions:

   Today's presentation is about ...
   In this line graph, you can see that ...
   This bar chart shows that ...
4. Present the project to the class. Everyone in the group should speak.

6 Lesson 3

Reading and speaking

1 **Look at the photos and titles in the article below. Then ask and answer the questions in pairs.**

1 What do you know about these two cities? What are they famous for?

2 Can you find these things in the photos below?

a canal	cotton	a mosque	a ship	some sweets

2 **Work in pairs.**

Student A: Read the information about Port Said.

- Answer Student B's questions about Port Said.
- Then ask Student B the four questions below about Tanta.

Student B: Ask Student A the four questions below about Port Said.

- Then read the information about Tanta.
- Answer Student A's questions about it.

1 Where is the city?

2 Can you name a famous place in or near the city?

3 What do people grow or catch around the city?

4 Why is the city famous?

Spotlight on ... Port Said

- Port Said is **located** in the north-east of Egypt.
- The city is known for its ships, which come and go from around the world.
- Port Said is connected to Suez by the Suez Canal.
- Many fish are caught in the sea near Port Said.

Spotlight on ... Tanta

- Tanta is located in the north of Egypt.
- Lots of cotton is grown in the area.
- The city is known for its delicious sweets.
- Tanta's beautiful Al-Ahmadi mosque is visited by thousands of people every year.

Language

3 Ask and answer the questions in pairs.

Tanta's beautiful Al-Ahmadi mosque **is visited** by thousands of people every year.

1 What is the main focus of this sentence?

2 Who visits the mosque and which word introduces this?

Many fish **are caught** in the sea near Port Said.

3 What is the main focus of this sentence?

4 Who catches the fish?

4 Complete the sentences with the present simple passive form of the verbs in brackets.

My home city is Minya. It [1] is located (locate) near the Nile. Lots of food [2] .... (grow) in the local area, like potatoes, wheat and sugar. The city [3] .... (know) for its delicious 'black honey'. The honey [4] .... (make) from sugar. Many ancient monuments and buildings [5] .... (find) in the city. My city is very beautiful and interesting!

Remember

- Use **am/is/are + past participle** (the present simple passive) when the action is more important than who does it, or when we do not know (or it is not important) who did something.

  People **grow** lots of cotton in the area. (active)
  → Lots of cotton **is grown** in the area. (passive)
  We **know** Tanta for its delicious sweets. (active)
  → Tanta **is known** for its delicious sweets. (passive)

5 Choose the correct verb.

1 The farmers around here **grow / are grown** many vegetables.

2 The museum **visits / is visited** by lots of people every year.

3 The city **is known / knows** for its beautiful buildings.

4 Alexandria **locates / is located** in the north of Egypt.

Writing

6 Write a paragraph of about 90 words in your notebook on where you live or a place you know well. Include the following information.

- Where is it located?
- What is grown or made there?
- What is visited by tourists?
- What is the place also known for?

6 Lesson 4

Vocabulary

1 Work in small groups. Which word do you think is the odd one out? Why?

1	dolphin	(camel)	fish	turtle
2	desert	coast	coral reef	island
3	hotel	house	beach	tourism
4	wildlife	pets	zoos	schools
5	protect	damage	respect	look after

I think camel is the odd one out because camels don't live in the water.

Listening

2 Listen to the introduction to the podcast and choose the correct topic.

1. How to get more tourists to visit Egypt.
2. How to stop tourism damaging the environment.
3. Why tourists shouldn't visit the Red Sea.

3 Work in pairs and answer the question.

What do you think that Salma Fawzy will say? Make some notes.

4 Listen to the podcast and check your answers to Exercise 3.

5 Listen again and complete the sentences with a word from the podcast.

1. Tourists visit the Red Sea from around the world.
2. The coral reefs are important for ....
3. The .... on the Red Sea coast are all nature reserves.
4. There are .... about building greener hotels.
5. Green tourism companies are given ....
6. .... are taught how to look after the environment.

Values

1. Why is it important to look after the planet?
2. What do you do to try to help the planet?
3. Do you think that there are more things you could do to help the environment? How could your family help? What about your school?

Speaking

6 Work in small groups. How could the owners of a hotel near the Red Sea help the environment?

Think about:

- buildings
- pollution
- recycling
- water

They could put recycling bins in every room.

Speaking

1 Work in pairs. Talk about how to use less water and complete the diagram.

How to use less water

....

....

2 Put the dialogue into the correct order.

- **a** ☐ **Aya:** Well, why don't we try recycling water?
- **b** ☐ **Reem:** That's an interesting idea! The plants would like that.
- **c** ☐ **Aya:** For example, we could use the water from washing to water the plants.
- **d** [1] **Aya:** The problem is that we all use too much water.
- **e** ☐ **Reem:** That's true. So, how can we use less water?
- **f** ☐ **Reem:** How could we do that?

Remember!

Less / the least are the opposites of *more / the most*.

3 Listen and check your answers.

4 Ask and answer the questions below in pairs.

1. Which of the phrases in red in Exercise 2 make suggestions?
2. Which of the phrases ask for or respond to a suggestion?

5 Work with a different partner.

1. Discuss your ideas about how to use less water in Exercise 1. Did you have any of the same ideas?
2. Decide which idea you think is the best one. Use some of the expressions from Exercise 2.
3. Finally, tell the class what you decided. Have a class vote on the best idea.

Life Skills

When talking about a problem, you need to ask others for their ideas about how to solve it. Try also to give your own suggestions for possible solutions.

Writing

6 Write a paragraph about how to use less water. Include the following information.

- What do you use water for every day?
- What things in the house or school also use water?
- Why is it important to use less water?
- How can you use less water?
- Use your ideas from Exercise 5.

Reading

1 Read, underline and correct the five mistakes in the article.

2 Read the article again and answer the questions.

1 When did the students clean the riverbank?
They cleaned it last weekend.

2 How many students helped? ....

3 How much rubbish did they collect?
....

4 What type of rubbish did they find?
....

5 Why does the student think rubbish in the river is bad? ....

Did you know?

More than 12,000 bikes are taken from the canals in Amsterdam in the Netherlands every year.

Writing tip

Remember to check your writing for mistakes. Make sure that the grammar, spelling and punctuation are correct.

Students help to clean river

By Khadeeja El-Maghrabi

Last weekend, ten students from Class 7 ~~help~~ helped clean up the part of the riverbank near the city centre. The students collected 15 bag of rubbish. Their teacher, Mr hassan, said the students were sad to find so much rubbish.

"There were lots of plastic bags and bottles," he said. "We even found a old shoe!"

One of the students said, "It was great to clean the riverbank, but we need to teach people to be more careful with their rubbish. Rubbish in the river damages the wildlife.

Well done to the volunteers!

Writing

3 Write a short report for a school newspaper about something you or someone at your school did to help the environment. It does not need to be real!

1 Think about when and where it happened. How did you do it? Who did you do it with?

2 When you have finished, check your report for mistakes.

3 Finally, add a title to your report.

4 Swap reports with a partner to read. Can they suggest ways to improve it?

Review

1 Complete the sentences with the correct words.

1 When there is too much smoke from factories, it causes air pollution.
2 When there is not enough rain, there is often a ....
3 When there is too much rain, there is often a ....
4 When the planet gets warmer, it is called ....
5 When ice warms, it ....

2 Complete the sentences with the correct form of the words in the box.

bad ~~big~~ noisy relaxing wet

1 Egypt is bigger than Jordan.
2 This month was .... than last month because we had some big storms.
3 Lying on a beach is .... than working in the city.
4 Plastic pollution is .... now than it was before.
5 There is a lot of traffic in Cairo; it is .... than Marsa Alam.

3 Complete these sentences with *(not) as* + adjective + *as*.

1 Some people say that recycling is not as important as (not / important) using less water.
2 Ali says that football is .... (not / difficult) handball.
3 I think that the desert is .... (beautiful) the coast.
4 Figs are .... (delicious) chocolate.

4 Work in pairs. Do you agree with the sentences in Exercise 3? Why/Why not?

5 Use the fact file and the verbs in the box to make sentences in the present simple passive.

know locate sold visit

Sidi Bou Said is located in north Tunisia. It is known ....

Fact file: Sidi Bou Said

- In north Tunisia.
- People know its blue and white buildings.
- People sell wonderful souvenirs in the market.
- Museums have lots of tourists.

Listening

1 Listen to the telephone conversation. What place is the teacher calling and why?

2 Listen again and complete the form.

Name of Museum: [1] ....Museum
Opening times: [2] .... *and* [3] ....
Where to buy tickets: [4] .... *or* [5] ....
Ticket price: Adults: [6] .... *Children/Students:* [7] ....
Located: [8] .... *of Luxor on Corniche El Nil.*

Reading

3 Read the text quickly. Which objects did Hamid see at the museum?

A trip to Luxor Museum By Hamid

Last week, I went to Luxor Museum with my class. The museum is further from my home than our school. We were traveling for a long time. We arrived at 10:30 am.

As we were walking into the museum, we saw some big statues. My favourite was the statue of Ramses II. There were also rings and necklaces that once belonged to rich Egyptian families. There were a lot of small coins from the same time, too.

The museum has some very old objects. My favourite objects were the metal bowls from the fourteenth century. The oldest objects in the museum were the tools. Some were made of metal and some were made of stone.

While I was reading the information, my friend found a tool that was 10,000 years old.

4 Read the text again. Are these sentences true (T) or false (F)? Correct the false sentences.

1 Hamid went to the museum with his family. (F) He went with his class.
2 The first objects that Hamid saw were the masks. ....
3 The jewellery used to belong to rich families. ....
4 Hamid liked the bowls from the fourteenth century. ....
5 There weren't any metal tools in the museum. ....

5 Complete the sentences with *as* + adjective + *as* or the comparative of the words in the box.

big	expensive	far	good	~~new~~	old

1 The bowls in the museum were ....newer.... than the tools.
2 The statues were .... than the coins.
3 The rings and necklaces were .... the coins.
4 Hamid liked the bowls .... than the tools.
5 Tickets for adults are .... than tickets for children.
6 The museum is .... from his house than Hamid's school.

Speaking

1 Work in pairs. Take turns to describe the pictures and tell the story using the past simple and past continuous.

Some boys were walking on a sunny day. There was lots of rubbish on the beach.

Suddenly, Ali saw a turtle.

2 Complete the sentences about the story with *who*, *where* or *which/that*.

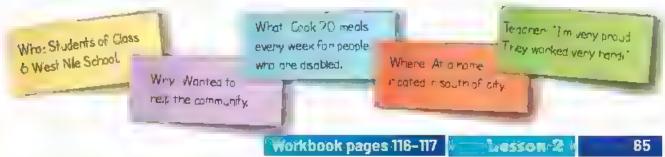
1 The boy ......who...... first saw the turtle helped it.
2 The beach .... the boys saw the turtle was full of rubbish.
3 The bag .... was on the turtle was pink.
4 The turtle .... they helped walked to the sea.
5 The boys .... helped the turtle were happy it was safe.

3 Make a list of beach rules using *should*, *must/mustn't* or *have to*.

You mustn't swim when the weather is bad.

Beach rules
- Don't swim when the weather is bad.
- Swim near the beach, where we can see you.
- Wear a hat between 11 am and 3 pm.
- No loud music!
- Put your rubbish in the bins.
- Only play ball games in the park area.

Writing

4 Use the notes to write a short newspaper report in your notebook about how a school helped the community.

New Hello!

English for Preparatory Schools

Year Two

Mathew Hancock

Contents

Check your English

1 Complete the questions with these words.

did ~~does~~ highest if looking made shouldn't Were

1. What ...does... an engineer do?
2. What is a teaspoon .... of?
3. If you can see yourself, what are you .... at?
4. Which is the .... mountain in the world?
5. Why .... you eat a lot of chocolate?
6. What happens .... you touch a jellyfish?
7. Where .... Robinson Crusoe live for many years?
8. .... there any bedrooms in the houses of Deir el-Medina?

2 Now match the questions from Exercise 1 with the answers.

- a [ ] It stings you.
- b [ ] There is too much sugar in it.
- c [1] He or she designs engines or parts of buildings.
- d [ ] Mount Everest
- e [ ] No, there weren't.
- f [ ] on an island
- g [ ] metal (but sometimes plastic)
- h [ ] a mirror

3 Listen and check your answers to Exercises 1 and 2.

4 Read and underline the mistakes in these sentences. Correct the mistakes.

1. I got short, curly hair. ......have got......
2. That is not your bag, it is my. ....
3. Mariam didn't climb the mountain because she was frightening. ....
4. There are any peppers in the fridge. ....
5. Did you went to the park this morning? ....

5 Read the book summaries and write the missing sentences a–d in the right places.

- **a** Some of the people are funny and some of them are scary!
- **b** The story moves slowly, but I like the story's message.
- **c** Should he talk to the man, or should he hide?
- **d** If he gets home on time, he will win a prize.

1 I really enjoyed this book. It is about a sailor who lived for many years on an island. In the morning, he always went for a walk on the beach alone, then, one day, he saw another person on the island! [1] ☐ Read it to find out!

Robinson Crusoe

2 This book is very exciting. It is about a man who must travel quickly through many places by ship and train. It is easier to travel through some countries than others! [2] ☐ It is a very difficult challenge, but will he do it?

Around the World in 80 Days

3 In this story, an old fisherman spends many days trying to catch a big fish. He is very good at fishing and catches the fish, but when he returns home, the fish is just a skeleton. However, the other fishermen respect the old man because he tried very hard. [3] ☐

The Old Man and the Sea

4 This story is very interesting! It is about a girl who goes to a very strange place. There are a lot of very interesting people and animals in this place and she has lots of adventures. [4] a Will she find her way home?

Alice's Adventures in Wonderland

6 Ask and answer the questions about the stories in pairs.

1. Which is the only story that is not about the sea?
2. Which two stories are not only about people?
3. Which stories have forms of transport in them?
4. Which of the stories did you enjoy? Why?

7 Write a summary of another book or film that you enjoyed.

- Say what the story/film is about.
- Write about the people in the story/film and about what happens to them.
- Finish with a question or your opinion.

....

....

....

....

1

Lesson 1

Coming home

Vocabulary

1 Complete the sentences with these words.

~~daily~~ routine sofa text way

1 I go to the baker's with my mother daily; we always buy bread in the morning.
2 Come and sit on this ....: four people can sit on it.
3 I saw Ahmed's father on his .... to work this morning.
4 We do the same thing every day when we're on holiday, because my family like to have a ....
5 Can you .... my mother for me because my phone is not working?

Language

2 Make sentences or questions, then match the pairs of sentences.

1 Hamdi / not / drink coffee / breakfast.
Hamdi doesn't drink coffee for breakfast.
2 How / Dina / get to school?
....
3 What time / your first lesson / begin / this morning?
....
4 She / not / like football.
....

a [ ] My first lesson / at 8 o'clock.
....
b [1] He / like / to drink tea.
He likes to drink tea.
c [ ] She / prefer / tennis.
....
d [ ] She / take / the bus.
....

3 Complete these sentences with an adverb of frequency, so they are true about yourself.

always never often sometimes usually

1 I .... do my homework before I have my dinner.
2 I .... get up late at the weekends.
3 My cousins .... text me.
4 My brother/sister .... helps me with my school work.
5 I .... sit next to the same person in my lessons.

Vocabulary

1 Answer the questions.

1 Do you live in a block of flats, or somewhere else?

....

2 What do you do to have fun?

....

3 What exercise do you do every week?

....

4 How do you like to spend your time in the holidays?

....

Language

2 Match to make questions.

1 [d] What time do you get
2 [ ] Where do your
3 [ ] How often do you
4 [ ] Who do you
5 [ ] Why do you want
6 [ ] Why do you study

a play tennis?
b usually talk to at break?
c hard for your exams?
d up in the mornings?
e cousins live?
f to learn English?

3 Now answer the questions in Exercise 2 about yourself.

1 I usually get up at ....
2 ....
3 ....
4 ....
5 ....
6 ....

Writing

4 Write a paragraph about what you and your family usually do in the holidays. You can use your ideas in Exercise 8 of your Student's Book.

....
....
....
....

1

Lesson 3

Vocabulary

1 Complete the sentences.

feed   share   tap   ~~typical~~   village

1 On a typical day, Reem gets up, goes to school and then helps her mother in her shop.
2 Hassan forgot to bring any food for the picnic, but we can .... our food.
3 I live in a city, but my grandparents live in a small .... in the country.
4 In England, a farmer doesn't need to .... his goats in the summer, as they can find their own food in the mountains.
5 My uncle has a .... in his garden and he uses it to water his plants every evening.

Language

2 Match to make questions.

1 [d] Has your father — a in your bag?
2 [ ] What have you got — b a glass of water, please?
3 [ ] Shall I help you — c the beach tomorrow?
4 [ ] Can I have — d got a computer?
5 [ ] Shall we go to — e carry your books?

3 Choose the correct word. Then role-play the dialogue.

Ali: This is a nice restaurant. [1] (Shall) / Do we eat here, Hassan?
Hassan: Yes, that's a good idea.
Waiter: Good evening. Where would you like to sit?
Ali: [2] Can / Do we sit next to the window?
Waiter: Of course. What would you like to eat?
Hassan: [3] Have you got / Do you get any fish today?
Waiter: Yes, we've got fish with rice or fish with potato chips.
Ali: We'd like fish with rice, please.
Waiter: [4] Do / Shall I bring you some water?
Hassan: Thank you.

4 Read the answers to some questions. Write the questions.

1 Have you got any cousins? .... Yes, I have five cousins. They live in Alexandria.
2 .... Yes, that's a good idea. Let's go to the park tomorrow.
3 .... No, you can't. Ice-cream is not good for you.
4 .... Yes, my father's got a blue car.

Vocabulary

1 Complete the sentences about *The Railway Children* with these words.

~~attractive~~ large line poor prison terrible

1 Roberta's family home in the city is big and attractive.
2 It has a .... garden full of flowers and trees.
3 Roberta feels .... when some men take their father from their home.
4 Their new house is in the country near a railway ....
5 The family do not have much money and now they are ....
6 A kind old man helps their father to leave ...., and the family are happy to be together again.

Reading

2 Are these sentences about *The Railway Children* true (T) or false (F)? Correct the false sentences.

1 At the beginning of the story, four people live in a big house. (F) There are five.
2 The family know why some men take their father away. ....
3 Their new house in the country is not very big. ....
4 The children do not do anything exciting in their new home. ....
5 The kind old man travels on the train daily. ....
6 The father was in prison for doing something bad. ....

Vocabulary

3 Match the words with the same meaning, then find the opposites and circle them.

1 attractive	very bad	small
2 large	beautiful	far from
3 near	big	good
4 terrible	close	ugly

Writing

4 Imagine that you are one of the children and that your father is finally home again. Write in your notebook what you can say to him.

- Describe your new house.
- Describe your friend, the old man.
- Tell your father about what you usually do at your new home.

Vocabulary

1 Complete the crossword.

Down

1 This gives you light.
3 You can wash your face in this.
4 They are next to your windows and you close them at night.

Across

2 It is a big cupboard where you can put your clothes.
4 A .... of drawers is where you can put your clothes.
5 You can see yourself in this.
6 These are on the floor.

Listening

2 Listen and complete the description of the bedroom.

I like my parents' bedroom. When they open the [1] curtains there is always lots of sunlight in the room. Their bed is [2] .... the window. In [3] .... of the bed they have a big [4] .... My mum puts her dresses in there. There is also a/an [5] .... next to the window. My dad sometimes reads his book here. He puts his clothes in a big chest of [6] .... This is [7] .... the door. They don't have a/an [8] .... in their room because the bathroom is next to their room, but they have a big [9] .... My sister always likes to look at herself in it!

Writing

3 Write about 90 words describing your bedroom.

....

....

....

....

....

....

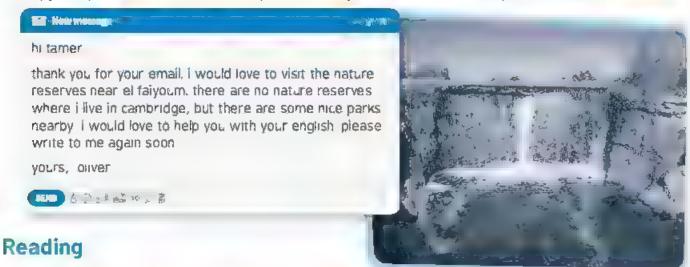
Language

1 Copy and punctuate the email to a penfriend in your notebook. Use capital letters.

hi tamer

thank you for your email i would love to visit the nature reserves near el faiyoum there are no nature reserves where i live in cambridge, but there are some nice parks nearby i would love to help you with your english please write to me again soon

yours, oliver

Reading

2 Put this email to a penfriend in the correct order.

Hi Leila

a ☐ Without a garden, I often go to the park at the weekends. I love taking photos of the birds there. Do you have many birds where you live?

b [1] Thank you for your email. Here is some information about me. I live with my parents and my two sisters in Oxford. We live in a house but we don't have a garden. Does your home have a garden?

c ☐ I hope you can write to me again soon and please answer my questions!

d ☐ I enjoy my school and I have many friends there. The school is a short walk from my house. Is your school nearby, or is it far from your home?

Best wishes

Mariana

Writing

3 Write a reply to the email above in your notebook.

- Remember to start and finish the email correctly.
- Answer the penfriend's questions.
- Remember to use capital letters correctly.

1 Lesson 7

Review

1 Take turns to describe these things to your partner. Your partner guesses the object.

2 Look at a typical school day for Dalia and write about her routine.

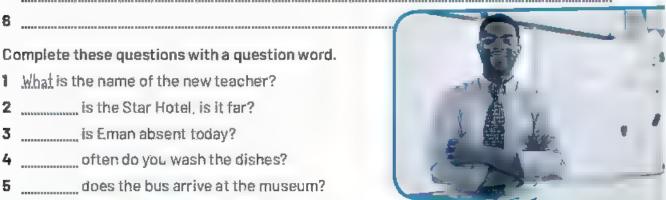
Dalia's day		
1	6.30	get up (get dressed in bathroom)
2	7.00	have breakfast (not coffee, always tea)
3	8.00	go to school (always by bus)
4	2.00	go home (usually with friend, Amira)
5	3.00	usually do sport (sometimes tennis, often running)
6	7.00	eat dinner (favourite: chicken and rice!)

1 Dalia always gets up at 6.30 in the morning. She gets dressed in the bathroom.
2 ....
3 ....
4 ....
5 ....
6 ....

3 Complete these questions with a question word.

1 What is the name of the new teacher?
2 .... is the Star Hotel, is it far?
3 .... is Eman absent today?
4 .... often do you wash the dishes?
5 .... does the bus arrive at the museum?
6 .... has an older brother in this class?

Unit 2

Lesson 1

How are you feeling?

Vocabulary

1 Match to make jobs.

1 [b] call-
2 [ ] computer
3 [ ] police
4 [ ] shop

a officer
b centre worker
c worker
d engineer

Listening

2 Listen to four people doing the jobs in Exercise 1. Write their jobs.

1 .... 2 .... 3 .... 4 ....

Language

3 Match to make sentences.

1 [d] Why is Hoda waving
2 [ ] Hany is not watching
3 [ ] Maya and Rami are texting
4 [ ] What game is Osama playing
5 [ ] Ola is not doing

a sports today because she hurt her leg.
b their cousins in Canada.
c on the computer?
d to those girls?
e where he is going.

4 Complete the sentences with the correct form of the verb in brackets.

1 Fady is not wearing (not wear) a jacket today because it is very hot.
2 Why .... those cats .... (climb) that tree?
3 My cousins .... (not stand) under the tree, they .... (sit) by the fountain.
4 What .... Emad .... (eat)? It looks very nice!

Writing

5 Write in your notebook about different people in your family.

- What do you think they are doing at the moment?
- What are they wearing?
- How do you think they are feeling?

2

Lesson 2

Vocabulary

1 Complete the sentences with these words.

communicate ~~lazy~~ repair sign language

1 My little brother is very *lazy*. He always wants to stay at home and watch TV!

2 We need a computer engineer to .... our computer because it doesn't work.

3 Shady is deaf, but he understands us because we use ....

4 It is usually easy to .... with people in other countries if you speak English.

Language

2 Complete the sentences with the correct form of these verbs.

clean do ~~make~~ spend stay

1 How often do you *make* dinner?

2 I can't come to the park because I .... the house today.

3 Nabila feels ill, so she .... in bed this morning.

4 On Saturday, I usually .... time with my cousins.

5 What time do you .... your homework after school?

3 Complete the sentences with the correct form of the verbs in brackets.

1 Basel is a computer engineer. He usually *repairs* (repair) computers, but today, he *is visiting* (visit) his grandparents.

2 The police officer .... (talk) at a school today, but he usually .... (drive) around the streets.

3 Nader .... (not usually work) in the shop, but his brother is ill so he .... (help) there today.

4 The street-food seller usually .... (make) falafel, but he didn't make any this morning so he .... (sell) cheese sandwiches.

Writing

4 Write about the person in this photo.

- Imagine you are this person. What are you doing?
- How are you feeling?
- What are you doing in this place that is different to what you usually do?

Vocabulary

1 Choose the correct words.

1. You can catch a plane from a **port** / **an airport**.
2. When you invite a person to your house, he/she is your **guest** / **shop worker**.
3. When you go on holiday, you can put your clothes in a **suit** / **suitcase**.
4. When two people get married, they have a **birthday** / **wedding**.
5. The skin of a zebra is **striped** / **lined**.
6. If you are tired, why don't you **have** / **be** a rest?

Language

2 Complete the sentences with the correct form of the word in brackets.

1. It is important to drive carefully (careful) when it is raining.
2. The children are singing .... (loud) in the playground.
3. That bird is flying very .... (fast).
4. Our football team will win because they are playing very .... (good).
5. Ahmed went into the new school .... (sad), because he did not know any children there.

3 Write the opposites of the words in brackets in Exercise 2 using the adverb form to give the same meaning (you may need to make other changes).

1. It is important not to drive carelessly when it is raining.
2. ....
3. ....
4. ....
5. ....

Writing

4 Write a description of the photo using some of these phrases.

- in the background/foreground
- in the middle
- on the left/right
- towards the left/right
- light/dark (colours)

2 Lesson 4

Vocabulary

1 Read the definitions and find the words in the word search.

1 everything in the world that is not made by humans nature
2 a boy or girl aged 13–19 ....
3 usual, not different ....
4 not with other people ....
5 feeling happy about the good things in your life ....

c	t	e	x	q	b	o	n
s	e	n	a	t	u	r	e
g	e	v	a	w	e	v	u
r	n	a	m	b	b	e	m
a	a	l	o	n	e	k	o
t	g	z	z	i	i	e	m
e	e	s	d	h	j	k	p
f	r	z	u	i	u	c	u
u	r	n	o	r	m	a	l
l	i	z	x	r	d	v	i

Reading

2 Read the email to a magazine and its reply, and write the missing sentences a–c in the right places.

a Your friends probably feel worried, just like you.
b Please can you help me?
c What am I doing wrong?

Dear Help! Magazine

I am a **normal** teenager but I often feel worried about things. Every day, I stay at home and do my homework. Then I get texts from my friends and they say they are all doing exciting things! [1] ☐

I **do well** at school and I enjoy my weekends with my family. We often go to the park or the beach, but I sometimes think that my friends are having a better time than me. [2] ☐

Yours, Osama

Dear Osama

Thank you for writing to us and yes, we will try to help you. It is normal to think that other people are doing more exciting things than you, but remember: you are wrong! [3] ☐

When you go to the park or the beach, do you send photos to your friends? They probably think YOU are having a better time than they are! Remember that we all work and relax at different times.

Be grateful for the good things in your life and continue to work hard!

Yours truly, Help! Magazine

Writing

3 Write an email in your notebook from *Help! Magazine*.

1 Read the ideas in the article in the Student's Book. Which is the best idea?
2 Think of some of the things that make you feel sad.
3 Write an email from *Help!* Magazine suggesting how you can stop feeling sad.

Language

1 Reorder the words to make 3 expressions.

1 he'll / I hope / soon. / be better ....

2 Injy! / done / Well ....

3 that you / a pity / can't come. / It's ....

2 Match to make expressions for responding to news.

1 [d] I'm sorry to
2 [ ] That must
3 [ ] I'm so happy
4 [ ] It's a
5 [ ] Don't worry,
6 [ ] That's

a great news.
b I'm sure she'll be better soon.
c pity that she didn't go.
d hear that.
e for you.
f be difficult.

3 Now complete the dialogue with the expressions from Exercise 2.

Dalida: My mother didn't go to work today because she is ill.
Heba: I'm [1] sorry to hear that.
Dalida: She had an interview at the bank for a new job but she couldn't go.
Heba: It's a [2] ....
Dalida: She did the interview online from her bed!
Heba: That [3] ....
Dalida: Yes, but she got the job!
Heba: [4] .... news! I'm [5] ....
Dalida: She is still not feeling very well.
Heba: Don't [6] ....

Writing

4 Write the conversation below that you had in Exercise 4 in the Student's Book page 19.

....
....
....
....
....
....
....
....

2 Lesson 6

Reading

1 Read and punctuate.

my name is dina. i am egyptian but my mother is from england. i live with my parents, my brother my sister and my grandparents. who do you live with? write soon from dina

....

....

....

....

Reading and listening

2 Read the email from Tamer to Tarek. Correct the mistakes. Listen and check your answers.

New message

Hi Tarek,

~~How was~~ [1] How's it going? Congratulation [2] .... on passing your maths test! Do you have more exams next term?

The news from me is that we move [3] .... to a new house! I'm so exciting [4] .... because my bedroom in the new house is very big. I got [5] .... some bad news, too. I'm sharing the room with my brother! But this is only for a week until his room is ready.

I'm looking forward to meet [6] .... you in the summer. Do you want to go swimming or sailing at the beach this year? I'm not waiting [7] .... to see you.

You write [8] .... soon!

Tamer

SEND

Writing

3 Write Tarek's reply to Tamer in your notebook.

- Ask how he is.
- Reply to the news in the email above.
- Write about something you did well at school recently and how you feel about it.
- Use suitable phrases to end the email.

Review

1 Circle the correct words.

1 Your father can (park) / put the car on this road, it is very quiet.

2 Fatma is **blind / deaf**, so she cannot hear you.

3 Please **make / take** sure that you write your emails carefully.

4 The nurse works on the **word / ward** for children.

5 This is a photo of my parents' **married / wedding**.

2 What do these people usually do? What are they doing now?

1 The pilot usually flies planes. Now, he is speaking on the phone.

2 ....

3 ....

4 ....

3 Tick the correct description of the photo.

This is a photo of a market. In the foreground towards the left, we can see a man. I think it is his shop and he is selling fruit and other things. In the middle of the picture we can see a man on a bicycle. He is carrying something. On the right, we can see two women. I think they want to buy something. In the background, we can see some other people.

a ☐

b ☐

4 Now write a description of the other photo.

....

....

....

....

Vocabulary

1 Complete the sentences with these words.

patron	scientist	~~sports coach~~	surgeon

1 A sports coach teaches people how to play or improve in a sport.
2 A .... knows how to look inside the body to help people who are ill.
3 A .... does experiments to study and find out about how things work.
4 A .... gives money to people or places.

Language

2 Circle the correct words.

[1] When / As my parents were younger they lived in Luxor. Then they moved to Port Said [2] at / in 1990. My father got a job in Cairo 15 years [3] ago / then. They then lived in a small flat [4] from / in 2005 [5] from / to 2006. They moved to the bigger flat a year later [6] when / while I was born.

3 Choose the correct year, then match to make sentences.

1908	1952	1995	~~2016~~

1 [d] In 2016, a shark attacked Omar
2 [ ] Before Sameera Moussa died in ...., she was Egypt's first female nuclear scientist and
3 [ ] In ...., Magdy Yacoub started a charity
4 [ ] The Egyptian University was opened in ....

a to help children with heart problems.
b wanted to use nuclear treatments in medicine.
c after princess Fatma Ismail gave it money and land.
d and he lost a leg.

Writing

4 Write a paragraph about what makes a hero.

- Use some of the information you discussed in Student's Book Exercise 6.
- Use some of these adjectives.

brave
dangerous
kind
nervous
patient

....

....

....

Reading

1 Complete the text with these words.

competition
~~handball~~
junior
senior
win

My brother Ahmed loves playing [1] ....handball........ and he's very good at it. When he was eight, he played in a [2] .... competition for a team in our city. The team didn't [3] ...., but it was second. Ahmed is now 21 and last year, he played for an important [4] .... team. He was very pleased. Next year, the team are playing in an important [5] .... I hope they win it!

Listening

2 Circle the correct *-ed* ending, then listen and check.

1 helped: sounds like /id/ (/t/) /d/
2 married: sounds like /id/ /t/ /d/
3 needed: sounds like /id/ /t/ /d/
4 played: sounds like /id/ /t/ /d/
5 lived: sounds like /id/ /t/ /d/
6 talked: sounds like /id/ /t/ /d/

Language

3 Complete the sentences with the correct form of the verbs in brackets.

1 My Uncle Rashid was (be) born in 1961.
2 He .... (start) playing chess when he was very little and he was always very good at it.
3 He .... (win) a junior chess competition when he was only 12!
4 He .... (meet) Aunt Reem when he was 20 and they .... (get) married in 1983.
5 In 1990, he .... (become) the number one chess player in our city.

4 Use these words to make questions.

1 when / born? When were you born?
2 where / go / primary school? ....
3 walk / to primary school? ....
4 who / best friend / at primary school? ....
5 when / start / learning English? ....

5 Now answer the questions in Exercise 4.

1 I was born in ....
2 ....
3 ....
4 ....
5 ....

3 Lesson 3

Vocabulary

1 Complete the sentences with these words.

charity	countryside	emergency	~~great-grandmother~~
natural disaster	proud	volunteer	

1 My grandmother was born in 1955 and my great-grandmother was born in 1930!
2 When you are older do you want to live in the city or the ....?
3 You can only open this door in a/an ...., such as a fire.
4 Mona's mother 's a/an .... at the hospital: they don't pay her for her work.
5 The earthquake was the second .... in the city this year.
6 My sister passed all her exams with good marks, and we are very .... of her.
7 I always give money to a/an .... that helps poor children.

Language

2 Read about Magdy Yacoub and complete the text with *used to/didn't use to* and the verb in brackets.

We should all be proud of Magdy Yacoub. He was born in 1935 in Bilbeis, but the family [1] used to travel .... (travel) to many places because his father was an important doctor. Magdy also became a doctor. Before he stopped working in 2001, he [2] .... (work) in a special hospital in London. At this hospital, Magdy [3] .... (help) to give people new hearts for the first time. Before the 1980s, people with heart problems often died. In 2009, Magdy Yacoub started a charity for ill children in Aswan. Very ill children [4] .... (not live) long lives, but many ill children can now live healthy lives.

3 Reorder the words to make questions about your primary school with *used to*. Then answer the questions.

1 learn / school / What / primary / at / use to / did / you / ?
What did you use to learn at primary school?
2 have / homework / a lot of / you / Did / use to / ?
....
3 games / What / your/ with / use to / did / play / you / friends / ?
....
4 school / How / use to / did / go / you / to / ?
....

1 We used to learn ....
....
2 ....
....
3 ....
....
4 ....
....

Vocabulary

1 Complete the table with the words in the box. Can you add any words?

~~brain~~
eyes
heart
lungs
mouth
stomach

In your head	In your body
brain	

2 Complete the sentences with the correct word from the table.

Noun	Verb
cut	cut
pump	pump
plant	plant
infection	infect

1. This football has no air inside it. I need a ...pump... to fill it.
2. Adam fell off his bike and has a big .... on his arm.
3. Lina's cousin is in hospital with an eye ....
4. You should .... those tomato plants in the garden.
5. Dirty water from a river can .... you if you drink it.
6. .... the meat into small pieces before you cook it.

Reading

3 Complete the text with these verbs.

enjoy ~~go~~ leave start

Life in Ancient Egypt was different to today. Poor children didn't use to [1] ..go.. to school, but children from rich families used to [2] .... school when they were about seven. When they were at home, children used to [3] .... playing games. When older parents died, they used to [4] .... their houses to the sons. However, they used to leave things inside the house, such as jewellery and furniture, to the daughters.

4 Read the article again and answer the questions.

1. Did all children use to go to school? No, poor children didn't use to go to school.
2. When did children from rich families use to start school? ....
3. What did children use to do at home? ....
4. Who used to have the houses when older parents died? ....
5. What did the daughters use to get? ....

Writing

5 Write four sentences in your notebook about how your life used to be different when you were younger.

3

Lesson 5

Language

1 Read and correct the underlined words.

Soha: All art is important.

Sara: What [1] <u>did</u> you mean? do ....

Soha: We all need art.

Sara: I'm not sure [2] <u>that</u> you mean. ....

Soha: In other [3] <u>word</u>, art can teach us things. ....

Sara: Sorry, [4] <u>I understand</u>. ....

Soha: I [5] <u>meant</u>, when we see a painting or a statue, we can learn things about life. ....

2 Now complete this dialogue using the correct expressions from Exercise 1.

Karim: I think that all teachers are heroes.

Tarek: [1] What do you mean?

Karim: I [2] .... without teachers, we would not learn anything.

Tarek: There's the internet.

Karim: Sorry, [3] ....
I'm not sure [4] ....

Tarek: [5] ...., we don't need teachers because we have the internet.

Karim: I don't agree. We will always need teachers.

Writing

3 Write a paragraph about rubbish collectors who do a useful job for society.

....

....

....

....

....

....

....

....

Language

1 Circle the correct words.

1 Are you taller then / than your brother?
2 I don't think I know / no the answer to this question.
3 We went to my cousin's house this morning but nobody was there / their.
4 Warda is good at maths, and she's good at English, to / too.
5 I bought two / too books yesterday.
6 Athens is a great city and the Parthenon is its / it's most famous building.

Reading

2 Read the email and write the sentences a–c in the right places.

a I became ill, too.
b I am very proud of her!
c Her name is Mrs Karima Mohamed.

New message

Hi!
My name's Adam and I want to write about a person I am very proud to know. [1] ☐
When she was younger, she used to study very hard because she wanted to be a nurse. She also used to work to help pay for her studies, but that is not the reason I am proud of her! In 2020, there was a health emergency and many people were in hospital. [2] ☐ I was in hospital for two weeks and Mrs Karima Mohamed helped me and other people in the hospital. She was always very kind. I now know that she is one of the most important nursing managers in Cairo, so I am very happy she helped me. [3] ☐

SEND

3 Read the email again and answer the questions.

1 Why did Mrs Karima use to study hard?
She wanted to be a nurse.
2 Why did she use to work when she was younger?
....
3 What happened in 2020?
....
4 What did Mrs Karima do for Adam?
....
5 Why do you think Mrs Karima is one of the most important nursing managers in Cairo?
....

Writing

4 Write three paragraphs of about 90 words in your notebook about a person that you are proud of.

- Remember to start a new paragraph for each main idea.
- Include a topic sentence to introduce the main idea of the paragraph.

3 Lesson 7

Review

1 Read and match.

1 [c] charity
2 [ ] emergency
3 [ ] female
4 [ ] volunteer

a a girl or woman
b someone who works for no money
c an organisation that helps people who need them
d something serious or dangerous

2 Match to make sentences.

1 [c] When my mother was 25, she worked
2 [ ] My grandfather stopped work
3 [ ] My family first visited the island of
4 [ ] Waleed was a farmer for
5 [ ] Aunt Leila lived in England from

a more than thirty years.
b 1995 to 2010.
c in a bank.
d Crete ten years ago.
e in 2015.

3 Choose the correct answer.

1 Egypt's football team ... the Africa Cup of Nations in 2010.
a win (b won) c used to win d use to win

2 My grandfather ... football when he was young, but he can't walk now.
a play b used to play c use to play d plays

3 Did Ali ... to the shops yesterday?
a go b went c used to go d goes

4 There ... a hotel in our city ten years ago, but now there are three.
a weren't b didn't c didn't use to be d isn't

5 Where ... live, before you moved to Alexandria?
a are you b do you c did you use to d you used to

4 Answer the questions about you and your family.

1 When did your parents get married? ....

2 Where did your parents use to live when they were children? ....

3 What was your favourite toy when you were little? ....

4 What food do you like eating now but didn't use to like when you were little?

....

1 Listen and label the picture with the correct names (you do not need to label all the people in the picture).

Azza Hana Lamia ~~Miss Badria~~ Ola Randa

1 .... 2 .... 3 ....

4 .... 5 .... 6 Miss Badria

2 Complete the sentences with the correct form of the words in brackets.

1 Amir is carrying the eggs carefully because he doesn't want to drop them. (carry/careful)

2 This train is .... so that it does not arrive late. (go/fast)

3 Huda and Fareeda .... because they have an English test next week. (study/hard)

4 Nabila .... to her friend .... because they are working in a library. (talk/quiet)

5 Osama .... the tennis game .... because his brother is only four. (win/easy)

6 In this photo, I .... on the beach because it is very hot. (lie/lazy)

3 Match the news with the correct expressions.

1 [e] I got 20 out of 20 in the maths test!

2 [ ] I can't find my bag. I'm so worried.

3 [ ] My sister is ill.

4 [ ] I didn't pass my exam.

5 [ ] I think we are all heroes.

6 [ ] My father is taking me on trip to Dubai.

a I'm sorry to hear that. I hope she gets better soon.

b That's a pity but I'm sure you'll pass next time.

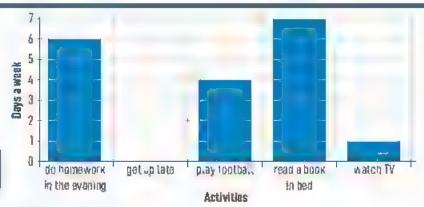
c That's great news! You'll have a wonderful time.

d Don't worry. I'll help you look for it.

e Well done!

f I'm not sure what you mean.

4 **Make sentences about Samir's week using the information and the words below.**

always never often sometimes ~~usually~~

1 Samir usually does homework in the evening.
2 ....
3 ....
4 ....
5 ....

5 **Now complete the chart and write five sentences about your routine in your notebook.**

6 **Complete the table with these words.**

attractive block of flats ~~call-centre worker~~ farm large computer engineer prison proud street-food seller

jobs	places	adjectives
call-centre worker		

7 **Write a paragraph of about 90 words on what your city or village used to be like in the past and how it looks like now.**

- Write a short introduction.
- What did the village/city use to be like?
- How is it different today?
- End by saying if you prefer it today or in the past.
- Use some of the words from Exercise 6.

....

....

4

Vocabulary

1 Choose the correct words.

1. We walked under a big **arch** / **castle** before we entered the museum. (arch circled)
2. There is an important football game on at the **statue** / **stadium** tonight.
3. This building became **ruins** / **a mosque** after an earthquake.

2 Answer the questions using words from Exercise 1.

1. At which of the places can you watch a sports match? ....stadium........
2. Which of the places can be an entrance to another place? ....
3. At which of the places do Muslims pray? ....
4. Which of the places usually has very strong walls? ....
5. Which of these might you see in a museum? ....
6. Which of these is not a complete building? ....

Language

3 Complete the text with *must* or *mustn't*.

It is a long walk to the temple so you [1] must all listen carefully. It is hot today, so you [2] .... all wear a hat. You [3] .... take some water, too. Cars [4] .... drive on this road so we can walk on it safely. However, you [5] .... stay on the road and you [6] .... walk. You [7] .... run there. When we arrive at the temple, you [8] .... touch any of the buildings because it is very old. We can eat our picnic lunches after we visit the temple, but you [9] .... eat in the temple. Finally, you [10] .... forget to write about what you see!

Writing

4 Write the rules for the place you discussed in the Student's Book page 35, Exercise 5.

You mustn't run in a museum...

....

....

....

4 Lesson 2

Vocabulary

1 Complete the crossword.

Across

4 important in history

5 amazing

Down

1 a person who can show you round a place

2 very old

3 what you can see from the top of something

(1 Down: g u i d e)

2 Write these numbers as words.

1 2,000 two thousand

2 5,000 ....

3 300 ....

4 4,590 ....

5 18 672 ....

3 Complete the review with words or numbers from Exercises 1 and 2.

My trip to Petra

I love [1] historic places like Petra in Jordan. It dates to around 300 BCE, so it is more than [2] .... years old! You must buy a ticket to visit, but when you are inside, you can walk for a long way through the old city and the [3] .... from some of the higher places are [4] .... but you must be careful! Our [5] .... explained how old the temples are: they are really [6] .... I really enjoyed our day there and recommend a visit!

Writing

4 Find out about another historic place and write a paragraph describing it in your notebook. Answer these questions.

- How old is it?
- Must you buy a ticket or use a guide?
- What can you see and do there?
- What must or mustn't you do there?
- Do you recommend it? Why/Why not?

Vocabulary

1 Read and match the words with their meanings.

1 [d] coins
2 [ ] figure
3 [ ] mask
4 [ ] necklace
5 [ ] tool
6 [ ] vase

a a piece of equipment you can use to make or repair things
b a pot used for holding flowers
c jewellery you wear around your neck
d pieces of money made of metal
e a model of a person, an animal or a sculpture
f something people wear to cover or protect their face

Listening and speaking

2 Put the dialogue in the correct order.

a [ ] **Ticket officer:** Yes, or you can buy them online.
b [ ] **Ticket officer:** Certainly. We open from 9.30 to 6.30 every day except Friday. We close then.
c [ ] **Customer:** Good morning. Can you tell me what times the museum is open?
d [ ] **Customer:** Thank you for your help. Goodbye.
e [ ] **Customer:** I'd like to know how much a ticket for two adults and one child is, please.
f [ ] **Customer:** Can I buy the tickets at the museum?
g [1] **Ticket officer:** Good morning. City Museum. How can I help you?
h [ ] **Ticket officer:** Of course. Adults are 150 pounds and children under 12 are 75 pounds.

3 Listen and check your answers to Exercise 2, then role-play the dialogue.

Language

4 Complete the sentences with the correct form of the verbs in brackets.

1 When we sat (sit) down for a picnic, lots of runners were running (run) through the park.
2 As Karim .... (take) photos of the animals, he .... (lose) his phone.
3 While Mona .... (play) tennis, she .... (hurt) her arm.
4 We .... (see) the castle while we .... (travel) to Alexandria.
5 I .... (do) my homework when my sister .... (call) me.
6 Lots of birds .... (fly) in the sky as we .... (sit) down on the beach.

4 Lesson 4

Vocabulary

1 Choose the correct word.

1. There are more than 2,000 (objects) / **parts** in the museum.
2. This chemical helps to keep **away / in** mosquitos.
3. The black and white **designs / painting** around this window are beautiful.
4. These bowls are made of **oil / clay**.
5. Bees and ants are important **birds / insects**.

2 Match to make sentences about Ancient Egyptians.

1	c Paint helped to protect	a	away insects.
2	☐ Paint also helped to keep	b	on the floor to play a game.
3	☐ They used big clay bowls to	c	people's eyes from the sun.
4	☐ Some people drew squares	d	mix ingredients for food.

Listening

3 Listen and match these modern objects a–d to the descriptions 1–4.

Writing

4 Write a description of about 90 words an object in your home.

- What is it made of?
- What do people use it for?
- How often do you use it?
- What do you think of it? Why?

....

....

....

....

....

4

Vocabulary

1 Read and choose the correct answer.

1 Ali's uncle works for a big oil .... in the United Arab Emirates.
   a work   b company   c job
2 I love going to .... places such as museums and ancient ruins.
   a historic   b culture   c history
3 Don't play football here or you might .... that car.
   a hurt   b injure   c damage
4 .... it will rain tomorrow, but I'm not sure.
   a Maybe   b May   c Might

Reading

2 Read the email and write the missing sentences a–c in the right places.

a We can use the water from the lake for the new hotel.
b The hotel will give work to a lot of people.
c This is the time when the hotel will be busy.

While we were visiting the beach last month, we decided it was a great place to build a new hotel. [1] ☐ We are a big company, so we can ask people from our city hotels to work here in the summer. [2] ☐ There is not much water near the beach at the moment, but while we were driving to the area, we saw a big lake. [3] ☐ Let me know what you think of our plan.

SEND

3 Read the conversation about the email and choose the correct words.

Fady: Do you think this plan for a new hotel is a good idea, Baher?
Baher: I don't think [1] yes / so. It only has jobs for people in the city.
Fady: I [2] **agree / don't agree**. More tourists in the area can help the local people.
Baher: [3] **Maybe / Might be**, but what about the water? Taking water from the lake will damage the environment.
Fady: I [4] **see / saw** what you mean. It's important to protect the environment.

Listening and speaking

4 Listen to check your answers, then role-play the conversation.

Writing

5 Write a paragraph of about 90 words in your notebook on what you think of tourism. Is it good or bad for historic places? Why?

4 Lesson 6

Reading and speaking

1 Read the report and match the parts 1–4 with the headings a–d.

a Where is Cleopatra's Needle?

b How did it get to this country?

c How old is it?

d How big is it?

Report on Cleopatra's Needle

1 [a] Cleopatra's Needle is a large and important stone with beautiful designs on it. You can see it next to the River Thames in London, England.

2 [ ] The Ancient Egyptians made the stone for Pharaoh Thutmose III and it is about 3,500 years old.

3 [ ] The stone is more than 20 metres high and weighs about 200,000 kilograms.

4 [ ] The British made a special ship for the stone in 1877. While the ship was travelling to London, it nearly sank in a storm. Another ship helped the stone to arrive in England a year later.

2 Read the report again and answer the questions.

1 What can you see on Cleopatra's Needle? We can see beautiful designs.

2 Who did the Ancient Egyptians make it for? ....

3 Why do you think the British needed a special ship for Cleopatra's Needle? ....

4 What nearly happened to the stone in 1877? ....

3 Discuss the question in groups.

Do you think it is good that Egyptian monuments like this are in other countries? Why/Why not?

Writing

4 Write a report of about 90 words on Egyptian objects that you can find in other countries in your notebook.

- Research information online or in books.
- As you write the report, try to answer the questions in Exercise 1 above.
- Try to include subheadings, pictures, maps and labels.
- Write what you think about this object being in a different country.

Review

1 Complete the table with the words in the box.

~~awesome~~ clay coin damage figure historic mask papyrus strong touch weigh wood

adjectives	materials	museum objects	verbs
awesome			

2 What do you think these signs mean? Make sentences with *must* or *mustn't*.

1
2
3
4

1 You mustn't drink this. .... 2 ....
3 .... 4 ....

3 Match to make sentences.

1 [c] The people were walking in the park when
2 [ ] Manal was thirsty when
3 [ ] Most of the people were sleeping
4 [ ] As Mr Badr was walking to work,
5 [ ] We were all laughing when

a she was walking up that big hill.
b he saw an old friend.
c it started to rain.
d he finished that funny story.
e when the earthquake started.

4 Complete the story in one or two paragraphs.

I was walking through the park when I heard a strange noise ..

....

Unit 5 Lesson 1

Helping you, helping me

Vocabulary

1 Choose the correct answer from a, b, c or d.

1 I help to look .... my little sister when my parents are busy.

(a after) b up c for d to

2 This building is very tall but we can go to the top in the ....

a stairs b left c lift d attic

3 Hala is very .... and leaves her toys all over the floor.

a tidy b dirty c missed d messy

4 My clothes were clean and dry, so I put them all ....

a up b away c off d in

2 Match to make sentences.

1 [c] Do you have to look after
2 [ ] Ali has to put
3 [ ] You don't have to take
4 [ ] The teacher told the students to tidy

a up after they made a model for the project.
b out the rubbish; I did it this morning.
c your baby sister at the weekend?
d his toys away when he's finished playing with them.

Language

3 Complete the text with the correct form of *have to*.

We're going on a boat today. It's going to be hot, so you [1] have to wear sunglasses and a hat. Boats are fun but they can be dangerous. Dina uses a wheelchair, so she [2] .... go on the boat first. You all [3] .... be careful when you get on the boat. You also [4] .... sit down when the boat is moving, but you [5] .... sit when the boat stops. You can stand up then. Finally, if you see a dolphin, you [6] .... tell us! That is why we are going!

Writing

4 Write five sentences about your school's rules. What do you have to do? What do you not have to do?

At school I have to arrive on time. ....

....

Vocabulary

1 Complete the sentences with words from the box.

fantastic	kindness	~~random~~	smile	stranger

1. They gave the footballer a <u>random</u> test to check his health.
2. We all remember my grandfather's ....; he always helped us when we were children.
3. This book is .... You should read it!
4. Adam knew everyone in the village, so he was surprised when a .... walked into his shop.
5. Karim is a happy person and always has a .... on his face!

2 Match to make sentences.

1	[*e*] Please can you give	a	that heavy bag.
2	[ ] Amal finds it very easy to make	b	this box?
3	[ ] The police ran	c	friends because she is so friendly.
4	[ ] I'll help you to carry	d	after the thief when they saw him leaving the bank.
5	[ ] Shall we look inside	e	back the book you borrowed?

3 Answer the questions.

1. Do you find it easy or difficult to make friends? Why? ....
2. Who do you know who always has a smile on his or her face? ....
3. Which book have you read that is fantastic? ....

Language

4 Read the advertisement and write sentences using *should* or *shouldn't*.

1. *You should start running short distances.*
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....

Do you want to start running?
Follow these tips!

- Start running short distances.
- Don't run too far, but go a bit further each day.
- Go with a friend if you can – it will help!
- Don't run if your legs hurt.
- Drink lots of water after a run, but not before!
- Eat healthy food
- Don't eat a lot of sweets.

5

Lesson 3

Vocabulary

1 Read and match the words with their meanings.

1 [e] community
2 [ ] pick up
3 [ ] disabled
4 [ ] donate
5 [ ] feed

a give food to a person or animal
b when someone cannot use a part of the body in the way most people can
c give something useful to a person or charity that needs help
d collect something from a place
e a small area and the people who live in it

Language

2 Read and correct the mistakes in these sentences.

1 This is the statue who the school visited last year.
This is the statue which/that the school visited last year.
2 The tourists what visit Egypt always love the ancient temples. ....
3 I love the trainers who are blue and red. ....
4 That's the teacher which teaches us maths. ....
5 This is the place that I met John yesterday. ....

3 Complete the questions with *who, which/that* or *where*.

1 What is the name of the person who is sitting next to you?
2 What is the name of a charity .... you would like to donate money to?
3 What is the name of the place .... you would like to spend your next holiday?
4 What is the name of a famous sports person .... you would like to meet?
5 What is the name of a book or film .... you always recommend to your friends?

Writing

4 Now answer the questions in Exercise 3 using *who, which/that* or *where*.

1 The person who is sitting next to me is called ....
2 ....
3 ....
4 ....
5 ....

Vocabulary

1 Answer the questions.

1 If you go to a *boarding school*, do you stay only in the morning or all day and all night? I stay all day and all night.

2 If someone is *cruel* to you, is he/she kind or terrible to you? ....

3 Does a *beggar* ask for directions or for money? ....

4 If a child *behaves well*, is he/she good or bad? ....

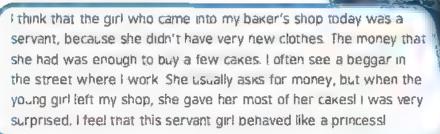
5 Does a *servant* work in a shop or in someone's home? ....

2 Match the descriptions to the people in *A Little Princess*.

1	c Sara's father	a	She works hard and is always kind and polite.
2	☐ Sara	b	She is cold and hungry.
3	☐ Miss Minchin	c	He was very rich before he died.
4	☐ The beggar	d	She is the headteacher, but she is cruel.

Reading

3 Read what the baker said about Sara Crewe and answer the questions.

I think that the girl who came into my baker's shop today was a servant, because she didn't have very new clothes. The money that she had was enough to buy a few cakes. I often see a beggar in the street where I work. She usually asks for money, but when the young girl left my shop, she gave her most of her cakes! I was very surprised. I feel that this servant girl behaved like a princess!

1 Why does the baker think Sara is a servant? She didn't have very new clothes.

2 How do we know Sara did not have a lot of money with her? ....

3 Where does the baker often see the beggar? ....

4 What did the baker feel when the girl gave the cakes to the beggar? ....

5 Do you think Sara behaved like a princess? Why/Why not? ....

....

Writing

4 Write the end of the story in your notebook. Write 80–90 words.

- Decide what happens to Sara.
- Try to use *who that/which* or *where*.
- Use your ideas from the Student's Book page 50, Exercise 5.

5 Lesson 5

Vocabulary

1 Fareeda Rashwan gave two million pounds to charities. Match the words and these other large numbers.

1 [c] 100,000 — a ten thousand, three hundred
2 [ ] 1,500 — b one million
3 [ ] 10,300 — c one hundred thousand
4 [ ] 1,000,000 — d one million, six hundred thousand
5 [ ] 1,600,000 — e one thousand, five hundred

Listening and speaking

2 Listen and write the numbers in words.

1 two million .... 2 ....
3 .... 4 ....

3 Complete the dialogue with these words.

agree better important see ~~should~~ sure

Malak: I feel that famous people [1] should work for a charity at the weekend.

Rawia: I'm not [2] .... Some of them work very hard. I think it would be [3] .... if they gave some money to a charity. They don't need to work for a charity.

Malak: I [4] .... that it's important for them to donate money, but I also think it's [5] .... to work for the charity, too.

Rawia: OK, but when? They don't have much time. Some of them work every day.

Malak: I [6] .... what you mean. Perhaps they can help for a day or two in their holidays.

Rawia: Good idea.

4 Listen and check your answers to Exercise 3, then role-play the dialogue.

Writing

5 Should all famous people work for a charity? Write a paragraph of about 90 words giving your opinion.

....
....
....
....

Remember to give reasons for your opinion.

Lesson 6

Vocabulary

1 Read and punctuate.

1 ...T...hat story was fantastic...!...
2 when i went to cairo last w nter it was snowing ......
3 is your name adam ......
4 it's sunny today ......
5 are you a helpful person ......
6 the rod al-farag axis bridge is the widest br.dge in the world ......

Reading and listening

2 Put Fady's blog into the correct order.

My helpful day

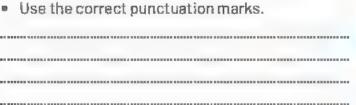
On Saturday, I decided that I wanted to help everyone in my family.

a ☐ After that, I took my grandfather a cup of tea in bed. He likes to get up late on a Saturday.
b ☐ 1 First, I made my mother breakfast. She was surprised because she usually makes it!
c ☐ Then I played football in the park with my little brother. He loves football.
d ☐ Finally, I helped my dad with the jobs that he likes to do in the house. I feel that I made all my family happy!
e ☐ Secondly, I helped my sister with her homework. She always does it after breakfast!

3 Listen and check your answers. Circle the expressions for putting things in order.

Writing

4 Write a blog about how you could help people in your community for a day.

- Use expressions for putting things in order.
- Use the correct punctuation marks.
- Say how the people felt.

A blog is like an online diary. Add a title to your blog (and a picture if you want). Use simple sentences. Review for spelling, grammar and punctuation.

5 Lesson 7

Review

1 Read the definitions and find the words in the word search.

1 not tidy *messy*
2 you put rubbish in these ....
3 this takes you to the top of a building, without using the stairs ....
4 the daughter of a king or queen ....
5 someone who is kind shows this ....
6 not someone you know ....

c	t	e	x	q	b	o	n
(m	e	s	s	y)	i	b	k
g	e	v	a	w	n	v	i
r	n	a	m	b	s	e	n
a	l	i	f	t	e	k	d
t	g	z	z	i	l	p	n
s	t	r	a	n	j	r	e
f	r	z	u	i	u	r	s
p	r	i	n	c	e	s	s
s	t	r	a	n	g	e	r

2 Choose the correct words.

1 Everyone (**should**) / **have to** do a random act of kindness sometimes.
2 You **should / have to** pass your exams to go to university.
3 You **shouldn't / don't have to** do your homework at the same time every day.
4 You **shouldn't / don't have to** spend too much time on social media.
5 They **have to / should** show their passport when they leave the country.

3 Answer the questions.

1 To help a charity what do you have to do? ....
2 What do you have to do to put a smile on your best friend's face? ....
3 What do we have to do to keep beaches clean? ....
4 What do you have to do to look after a baby? ....

4 Match to make sentences.

1 [e] That is the house where
2 [ ] Ahmed is the boy who
3 [ ] Tennis is a sport which
4 [ ] This is the charity that
5 [ ] Put your phone in a place where

a my family donates money to.
b my sister plays every week.
c it is safe.
d I met in primary school.
e my grandmother was born.

5 Imagine that you are the beggar in *A Little Princess*. Write in your notebook about what happened when the girl visited the baker's shop.

Lesson 1

Unit 6

Different environments

Vocabulary

1 Complete the sentences.

air pollution	drought	flood	green	polluted	~~rubbish~~

1 Please take your rubbish home; do not leave it in the park.

2 It was raining for days and then there was a ……………………, so people used boats to leave their houses!

3 There are a lot of cars in the city so the …………………… is very bad.

4 There was no rain for four months this winter, so now there is a …………………….

5 Not many fish live in the river because it is very …………………….

6 Bikes are a …………………… form of transport because they use no fuel.

Language

2 Read and correct the sentences.

1 Mount Catherine is a high mountain than Jabal Mousa.
Mount Catherine is a higher mountain than Jabal Mousa.

2 Is your cousin more old than your brother? ……………………

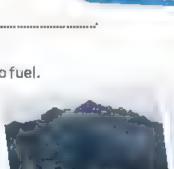
3 This new phone is more bad than my old one! ……………………

4 I think that the river is more polluted it was last year. ……………………

5 Which is more far to walk to, the park or the museum? ……………………

Writing

3 Compare two objects.

- Choose two things, for example a new and an old phone, car, book, etc.
- Write a comparison of the two things.
- Use some of the comparatives from Lesson 1, Student's Book page 55. Check the comparatives of other adjectives.

6 Lesson 2

Vocabulary

1 Match to make compound nouns.

1 [c] air　　a graph
2 [ ] bar　　b change
3 [ ] climate　　c pollution
4 [ ] line　　d chart

Average yearly rainfall mm
250
200
150
100
50
0
Egypt　Iraq　Jordan　Saudi Arabia

Average yearly temperature °C
25
20
15
10
5
0
Egypt　Iraq　Jordan　Saudi Arabia

Language

2 Look at the graphs. Complete the sentences comparing the countries' weather with *(not) as ... as ...* and the words in brackets.

1 Saudi Arabia is not as wet as (wet) Jordan.
2 Iraq .... (dry) Jordan.
3 Egypt .... (dry) Saudi Arabia.
4 Iraq .... (hot) Saudi Arabia.
5 Egypt .... (hot) Jordan.

3 Match to make sentences.

1 [c] A train is not as
2 [ ] Nessma writes in English as
3 [ ] The drought this year is not as
4 [ ] The football players are not playing as
5 [ ] Tamer likes reading as much as

a well as they did last week.
b he likes playing computer games.
c fast as a plane.
d carefully as she speaks it.
e dangerous as it was last year.

Writing

4 Answer the questions. Write full sentences.

1 Who is as tall as you in the class? ....
2 Who in your family is not as good at English as you? ....
3 Which school subject do you find as interesting as English? ....
4 Is the weather this week as hot as it was last week? ....
5 Do you think that green forms of transport are as good as usual forms of transport?
....

Vocabulary

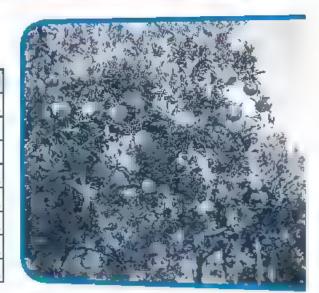
1 Match the words with their meanings.

1 [d] canal
2 [ ] mosque
3 [ ] located
4 [ ] cotton

a in a particular place or position
b a plant used for making clothes
c a building where you can pray
d a long area of water made for ships or boats

Language

2 Complete the table.

verb	past	past participle
be	was	[1] been
catch	[2]	caught
choose	[3]	chosen
cut	cut	[4] ....
drink	drank	[5] ....
find	found	[6] ....
grow	grew	[7] ....
know	knew	[8] ....

3 Correct the underlined verbs.

1 Giza knows for its ancient pyramids. Giza is known for its ancient pyramids.
2 Farmers are grown a lot of oranges along the river. ....
3 Thousands of fish catch every day. ....
4 Mr Taha has remembered for his funny stories. ....
5 People are played football all around the world. ....
6 Cotton clothes made in Egypt. ....
7 Hundreds of photos of the Pyramids are taking every day.

....

6 Lesson 4

Vocabulary

1 Choose the correct answer from a, b, c or d.

1 Which of these is not an example of wildlife?

a chicken **b** turtle **c** dolphin **d** mouse

2 Which of these is not an example of tourism?

a going on boat trips **b** visiting temples

c going scuba diving **d** learning maths

3 Which of these can you not usually put in a recycling bin?

a bottles **b** paper **c** water **d** metal cans

Language

2 Complete the text about three hotels with the correct form of these verbs.

close damage grow ~~locate~~ recycle use visit

The North Hotel
The North Hotel is [1] located on a lovely beach and every year, the hotel is [2] .... by more and more tourists. However, the hotel owner said that last year, there were not as many turtles on the beach as usual. As a result, the hotel is helping the turtles. Parts of the beach are [3] .... to tourists so that turtles are safe. And at night, when the turtles leave their eggs in the sand, the hotel workers stop any tourists from visiting the beach.

The South Hotel
The South Hotel is near the coast, and every year, it takes tourists scuba diving. However, workers on the boats believe that coral reefs are often [4] .... by scuba divers. The hotel is now working with a charity that helps the coral reefs. Now some of the money that tourists pay for the boat trips is [5] .... to help protect the coral reefs.

The East Hotel
The East Hotel is very new. Only green energy from the sun and wind is used at the hotel. The hotel also produces very little rubbish: most of it is [6] .... All the fruit and vegetables at the hotel restaurant are [7] .... on local farms, and the people working at the hotel are all from the local villages.

Writing

3 Read the advertisement, then write an email of about 90 words saying which of the hotels from Exercise 2 should win the prize, and why.

....

....

....

Hotel Prize
Every year, a prize is given to the hotel that is best at looking after the environment. Tell us what you think!

- Which hotel should win the prize?
- How does it help the environment?
- How does it help local people?
- Email us to suggest this year's winner!

Listening

1 Listen to Dina talking about her school and answer the questions.

1 What is this week's project about? It is about rubbish at school.
2 What do they have in every room of the school? ....
3 What happens to the rubbish at the moment? ....
4 What is most of the rubbish in the bins made of? ....
5 What can they do with some of the rubbish? ....

Listening and speaking

2 Complete the dialogue between Dina and her friend Leila with these words.

How can we How could an interesting idea
People could ~~The problem is~~ Why don't we

Dina: Look at all the plastic water bottles in the rubbish bin. [1] The problem is that we use too many of them.
Leila: [2] .... stop people using them?
Dina: [3] .... ask people to use them again?
Leila: [4] .... we do that?
Dina: [5] .... take home the bottles, wash them, and bring them to school the next day.
Leila: That's [6] .... We can see what the teacher thinks.

3 Listen and check your answers to Exercise 2, then role-play the dialogue.

Writing

4 Write a paragraph about how we can recycle rubbish at school.

- What do you usually put in the bin?
- Can any of it be recycled or reused? How?
- What can't be recycled or reused? What can you do with it?

....
....
....
....
....

6 Lesson 6

Reading

1 Read, underline and correct the five mistakes in the article.

1 ☐ Global Recycling Day is an event in March. It aims to remind people of the importance of recycling things including paper, plastic, metal, water and even gas and oil. It is started in 2018 and there are now recycling events in many different countries.

2 ☐ In 2018, people producing about 11 billion tonnes of rubbish around the world. At the moment, a lot of our rubbish is being burnt and this can lead to climate change.

3 ☐ No country recycles as much rubbish than Germany: it recycles more than 56% of it. In 1991, it recycles just 3%. South Korea recycles more than 53% of its rubbish. Coloured plastic bottles and some plastic cups are not using any more, because you cannot recycle them. Most countries hope to recycle more in the future.

2 Read the article again and match the paragraphs 1–3 with the headings a–c.

- **a** What are countries doing about the problem?
- **b** What is Global Recycling Day?
- **c** So why is recycling so important?

Writing

3 Write a short report about recycling at home.

- What can and can't you recycle at home?
- What do you recycle at the moment?
- What can you do to improve this in the future?
- Remember to check your work for spelling grammar and punctuation.

....

....

....

....

....

....

Review

1 Choose the correct word.

1 The Egyptians opened the Suez (Canal) / **River** in 1869.

2 **Tourist / Tourism** is very important to Egypt.

3 We should clean the river because it is very **polluted / pollution**.

4 We need more rain or there might be a **drought / flood**.

2 Complete the sentences with a comparative or *as* … .

1 A bike is not as fast as a car.

2 Alexandria is not as big ……………………………………

3 Egypt is usually a lot hotter ……………………………………

4 My brother/sister is as ……………………………………

5 Our teacher speaks better ……………………………………

3 Choose the correct answer.

1 Which of these towns is located on the north-west coast of Egypt?

(a Sidi Barrani) **b** Marsa Allam **c** Port Said

2 What is often polluted by plastic bottles?

a air **b** water **c** fire

3 What is sometimes damaged by boats?

a coral reefs **b** hotels **c** tourism

4 Which of these is not a green form of transport?

a sailing **b** cycling **c** driving

4 Read and correct the sentences.

1 Sport is watch by people around the world. Sport is watched by people around the world.

2 The fish that we eat are catching in boats most mornings. ……………………………………

3 The Pyramids is visited by thousands of people every day. ……………………………………

4 Mohamed Salah known by people everywhere. ……………………………………

5 Write a fact file about your city.

My city: ……………………………………

- Location: ……………………………………
- Known for: ……………………………………
- What is sold: ……………………………………
- Why it is visited: ……………………………………

1 **Listen and match the three telephone conversations 1–3 with the places the callers want to visit a–c.**

a ☐ a museum **b** ☐ a castle **c** ☐ a nature reserve

2 **Listen again and complete the sentences.**

1 Caller 1 can see .... or could go scuba diving.

2 The tickets for caller 2 are .... on the musem website.

3 Caller 3 .... to go to the museum before 3 pm today.

3 **Choose the correct words.**

1 You **shouldn't** / **don't have to** eat too many sweets. They are bad for you.

2 You **should** / **have to** wash your hands before you eat.

3 I **must** / **have to** remember to buy my friend a birthday present.

4 You **don't have to** / **mustn't** go to the gym, although it is a good idea.

5 The train leaves at 9 tomorrow so you **mustn't** / **don't have to** be late.

6 You **have to** / **should** wear a uniform at that school, it's a rule.

4 **Read and complete the article.**

arch awesome biggest have to known ~~located~~ which who

The city of Edfu, which is [1] located to the west of the River Nile, is [2] .... for the famous Temple of Horus. For hundreds of years, people forgot about the temple until 1860, when a French man, Auguste Mariette, found part of a/an [3] .... in the sand. He realised that there were 12 metres of sand on top of the ancient building. People carefully took the sand off the temple, and today it is one of the [4] .... temples in Egypt. Tourists [5] .... buy a ticket to look around the temple, [6] .... is more than 2,000 years old. Tourists [7] .... go to the temple always remember this [8] .... building.

5 Complete the sentences with the correct form of the verbs in the box (past simple or past continuous).

drop	~~have~~	look	put	study	visit

1 While Mona was watching television, she had an idea.
2 While the students .... at the ruins, it started to rain.
3 I .... my phone while I was texting my friend.
4 While Basel .... at his computer an important email arrived.
5 The class learned a lot about Ancient Egypt while they .... the museum.
6 Huda's grandparents arrived while she .... her clothes away.

6 Complete the sentences with the correct form of the adjective in brackets.

1 The city is always noisier (noisy) than the countryside.
2 Alexandria is .... (big) than Helwan.
3 Playing sport is .... (good) for you than playing computer games.
4 Is December as .... (wet) as January?
5 New Zealand is .... (far) from Egypt than Kenya.
6 The air in cities is usually a lot .... (dirty) than the air in the countryside.

7 Complete the definitions of these words.

1 A coin is something which you use to buy things with.
2 A servant is a person who ....
3 A boarding school is a place where ....
4 A lift is something which ....
5 Tourism is something which ....
6 A disabled person is someone who ....

8 Write a description of the map showing rainfall in Egypt.

- Which parts of Egypt are drier?
- Which parts are wetter?
- Which parts are the same as other parts?
- What problems might the map show?

....
....
....
....
....

Rainfall in Egypt

1 Listen and choose the correct answer from a, b, c or d.

1 What is Aya's father's job?
  a a shop worker b a teacher
  c a street-food seller d it doesn't say

2 Why must Aya stay at home every day?
  a to work b to study
  c to look after her brothers and sisters
  d to plant trees

3 Where does Aya have to go in the evenings?
  a to school b to the shops
  c to a park d to her teacher's house

4 How does Aya feel when she gets home?
  a tired but grateful b angry
  c hungry d sad

2 Complete the following dialogue.

Manal: I can't come to your family party next weekend because my grandfather is in hospital.
Leila: [1] .... to hear that, Manal. I'll get something.
Manal: [2] ...., Leila?
Leila: I mean I'll buy him something that you can take to the hospital.
Manal: [3] .... don't we buy him something together?
Leila: That's an interesting [4] .... What can we get him?
Manal: We [5] .... buy him a magazine to read.
Leila: Good idea!

3 Read the following. Then answer the questions.

In 1925, a British adventurer called Leonard Woolley was exploring a palace in ancient Babylon (which is located in Iraq today), when he discovered a strange collection of objects. The objects all had labels on them and Woolley realised that this was probably the world's first ever museum! Woolley knew that rich people in the past used to collect special objects in their houses. In Babylon, the palace was the home of Princess Ennigaldi in the year 530 BCE. Some of the objects, however, were about 1,500 years older. Woolley did not know much about Princess Ennigaldi, but he learned that people were interested in history in the past as much as they are interested in it today. Isn't that fantastic?

1 What was Leonard Woolley exploring in 1925? ....
2 Why did he think the objects were from a museum? ....
3 What does the underlined word 'them' refer to? ....
4 Some of the objects in the museum were ...
  a about 2,000 years old. b the same age as the palace.
  c newer than the palace. d a lot older than the palace.
5 What do you think the word *collection* means?
  a a palace b an innovation
  c things without names d things you keep together
6 What did Leonard Woolley learn about people in the past?
  a They all had museums. b They were interested in history.
  c They were all very rich. d They were all fantastic.

4 **Choose the correct answer from a, b, c or d.**

1 ..... work in the street. They sell food.

a Call-centre workers b Nurses
c Engineers d Street-food sellers

2 Many people in the city live in a ..... of flats.

a black b block c chest d house

3 The mountain was very high and we all felt ..... at the top because we thought we might fall!

a scary b scared c happy d tall

4 Kareem's cousin is ..... and never puts his books away.

a messy b cruel c serious d tidy

5 Eyad works as a ..... for a charity that helps to clean the local beach.

a patient b figure c model d volunteer

6 Where did your grandparents ..... ?

a lived b used to live c use to live d living

7 The nurse is a ..... . She saved a lot of people.

a hero b beggar c manager d servant

8 While Hassan .... to school, he saw a famous squash player.

a was walking b is walking c walked d walks

9 You must not ..... the objects in the museum.

a touch b belong to c relax d see

10 The new book .... I bought is very interesting.

a who b where c that d when

5 **Complete the sentences with the correct form of the word(s) in brackets.**

1 The Egyptian handball team (win) .... the competition last year.

2 Karim (take) .... a photo of the museum at the moment.

3 Cotton clothes (sell) .... all over the world.

4 Mona (have) .... to wear the uniform at school.

6 **Choose one of the following:**

- Write an email of 80-90 words to a penfriend telling him or her about your daily routine.
- Write a blog of 80-90 words about a historic place you visited.

Irregular verbs

Present simple	Past simple	Past participle
am/is/are	was/were	been
become	became	become
begin	began	begun
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cut	cut	cut
drink	drank	drunk
drive	drove	driven
do	did	done
eat	ate	eaten
feed	fed	fed
feel	felt	felt
find	found	found
forget	forgot	forgotten
get	got	got
give	gave	given
go	went	gone
grow	grew	grown

Present simple	Past simple	Past participle
have/has	had	had
know	knew	known
make	made	made
put	put	put
read	read	read
run	ran	run
say	said	said
see	saw	seen
sit	sat	sat
sleep	slept	slept
spend	spent	spent
swim	swam	swum
take	took	taken
tell	told	told
think	thought	thought
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

Glossary

a

air pollution (n)[U6]: dirt and dangerous chemicals in the air, often from traffic

arch (n)[U4]: a curved (half circle) part of buildings

armchair (n)[U1]: a large comfortable chair with parts to put your arms on

attractive (adj)[U1]: nice to look at

awesome (adj)[U4]: very good, great (informal English)

axis (x and y) (n)[U6]: the lines that have numbers/information on it on a graph (x at the bottom and y at the side)

b

(in the) background (n)[U2]: the part that seems furthest to you in a picture or photograph

bar chart (n)[U6]: a diagram or picture that uses bars (rectangles) of different colours and sizes to show different amounts

basin (n)[U1]: a bowl for washing, usually with taps, in a bathroom, bedroom, etc.

beggar (n)[U5]: a poor person who lives by asking other people for money or food

behave (v)[U5]: do things in a particular way. *The children always behave very well.*

bin (n)[U5]: a place for rubbish

block of flats (n)[U1]: a tall building with more than one floor with flats for people to live in

boarding school (n)[U5]: a school where the students can live during the school year

c

call-centre worker (n)[U2]: a person who works in a big office in which people speak to customers on the phone

calligraphy (n)[U2]: beautiful writing using special pens or brushes

canal (n)[U6]: a river made by people, for ships, boats, etc.

careless (adj)[U2]: not paying enough attention to what you are doing

carry (v)[U5]: hold something in your hands and take it from one place to another

charity (n)[U3]: an organisation that gives money, food, etc. to people who are in need

chest of drawers (n)[U1]: a piece of furniture with drawers (boxes with handles on them) to put things in

clay (n)[U4]: a type of mud (earth and water). It is soft when wet, but becomes hard when it is dry, and you can make things with it

climate change (n)[U6]: changes in the Earth's weather caused by things that humans are doing

coin (n)[U4]: a small, flat piece of metal, usually round in shape that we use as money

communicate (v)[u2]: share information with others by speaking, writing or in other ways

community (n)[U5]: all the people who live in a particular area, country etc.

company (n)[U4]: a business that makes money by producing or selling things or services

competition (n)[U3]: an event at which people try to win something or be more successful than others

computer engineer (n) [U2]: a person who mends or works with computers

cruel (adj) [U5]: very unkind. *It is cruel to hurt animals.*

cut [Un] [U3]: an injury when something cuts you, made by something sharp

d

damage [v] [U4]: have a bad or harmful effect on something so that it is broken or spoiled

deaf (adj) [U2]: not able to hear anything or not able to hear well

debate [Un] [U4]: when different people with different ideas talk about a subject

design [Un] [U4]: a pattern used to decorate something

disabled (adj) [U5]: not able to use part of the body well, often after an injury or disease

donate (v) [U5]: give money, food, clothes, etc. to help a person or an organisation

drought (n) [U6]: when there is no rain for a long time and everything is very dry

e

emergency (n) [U3]: when something dangerous and serious (such as an accident or fire) happens suddenly, and you need to deal with it quickly

empathy (n) [U2]: the ability to understand how someone feels

f

fantastic (adj) [U5]: extremely good; excellent

feed (v) [U1]: give food to a person, group or animal

female (adj) [U3]: being a woman or a girl

figure (n) [U4]: a picture or model of someone

flood (n) [U6]: a large amount of water that covers an area that was dry before

(in the) foreground (n) [U2]: the part that seems nearest to you in a picture or photograph

food stall (n) [U2]: a large table or open shop on the street where people cook and sell food

g

give back (v) [U5]: return something to someone

grateful (adj) [U2]: feeling and showing that you want to thank someone because of what they have done or given you

green (adj) [U6]: connected to protecting the environment. *We should all use green energy.*

h

handball (n) [U3]: a game like football, in which people can throw the ball into a goal

hero (n) [U3]: a person that people admire because they have done something very brave or good

heroic (adj) [U3]: very brave or great

historic (adj) [U4]: connected with history or with the past

i

infection (n) [U3]: a disease in a part of your body

interview (n) [U1]: a formal meeting in which someone asks you questions about yourself and your life

j

junior (adj) [U3]: connected with young people or involving young people

k

kindness (n) [U5]: the quality of being kind – generous, helpful and caring towards other people

l

lamp (n) [U1]: something that gives light

large (adj) [U1]: big

lift (n) [U5]: a machine that carries people up or down a tall building

line graph (n) [U6]: a diagram or picture that uses lines to show how different pieces of information are related to each other

locate (v) [U6]: find or discover the exact position of something

look forward to (v) [U2]: feel pleased and excited about something that is going to happen

lungs (n) [U3]: the parts of the body inside the chest which we use to breathe

m

make friends (v) [U5]: become friends with someone for the first time

make sure (v) [U2]: take special care and attention to do something. *Please make sure you buy some bread.*

manager (n) [U3]: a person whose job is to organise people in a company or business

mask (n) [U4]: something that you wear to cover part or all of your face

melt (v) [U6]: change from ice to water

messy (adj) [U5]: very untidy

mirror (n) [U1]: a piece of special glass in which you can see yourself and what is behind you

n

natural disaster (n) [U3]: something that happens in nature and causes a lot of damage, for example a flood or an earthquake

p

papyrus (n) [U4]: a type of paper made from plants that was used in ancient Egypt

park (v) [U2]: put a car, lorry, van, etc. in a place where it can stay for a period of time

patron (n) [U3]: a person who gives money to help people or places

pick up (v) [U5]: lift someone or something

(That's a) pity (n) [U2]: something you say to show you feel sad about something

police officer (n) [U2]: a male or female member of the police

polluted (adj) [U6]: made dirty or dangerous by chemicals or other dirty things

poor (adj) [U1]: not having enough money to live well

princess (n) [U5]: the daughter of a king or queen

prison (n) [U1]: people go to prison if they do something wrong or bad. *They sent the man to prison after he took a computer from a shop.*

proud (adj) [U3]: feeling happy about something you have done or are connected with

pump (v)(n) [U3]: make water, air, gas, etc. move in a particular direction; the thing you use to do this

put away (v) [U5]: put something in the place where you usually keep it when you are not using it

r

random (adj) [U5]: done or happening by chance and not according to any plan

railway line (n) [U1]: the metal 'road' that a train travels on

routine (n) [U1]: your usual way of doing things, especially when you do them in a fixed order at the same time

ruins (n pl) [U4]: the broken parts that are left of a building or city

run after (v) [U5]: run quickly to catch or stop someone or something

s

scared (adj) [U3]: frightened or afraid that something bad could happen

scientist (n) [U3]: someone who studies and works in science

senior (adj) [U3]: more advanced and/or older

senet (n) [U4]: an Ancient Egyptian game

serious (adj) [U6]: bad or dangerous enough to make you worried

servant (n) [U5]: someone who works in another person's house and cooks, cleans and does other jobs for them

sharp (adj) [U2]: having a thin edge or point that can cut something or make a hole in something. *The knives are very sharp.*

shopkeeper (n) [U5]: a person who owns and runs a shop

sign language (n) [U2]: a way of talking to people who cannot hear, using hands instead of words

smile (n) [U5]: an expression on your face in which you raise the corners of your mouth because you are happy, or because you think something is funny

sports coach (n) [U3]: a person who trains or helps people to do a sport

spotlight (n) [U6]: a very bright, strong light that you can shine on a certain area; also a focus on some information

stranger (n) [U5]: a person you do not know

street-food seller (n) [U2]: a person who prepares or sells food in the street, sometimes from a van or stall

striped (adj) [U2]: with long lines of colour that are a different colour from the areas next to them. *A zebra is striped.*

surgeon (n) [U3]: a special doctor who knows how to look inside a person's body to help people who are ill

t

tap (n) [U1]: something your turn on or off to get water

tidy up (v) [U5]: make a place look better by putting things in their correct places

tool (n) [U4]: an instrument that you hold in your hand and use for making or repairing things

touch (v) [U4]: put your hand (or another part of your body) on something

tourism (n) [U6]: the business of providing places to stay and things to do for people who are on holiday

towards (n) [U2]: in the direction of, or closer to somebody/something

v

vase (n) [U4]: something which people put flowers in, or have in their home as decoration

volunteer (n) [U3]: a person who does a job without being paid for it

w

ward (n) [U2]: a large room in a hospital for people who need to stay in the hospital for one night or more

wardrobe (n) [U1]: a large cupboard in which you can put your clothes

wedding (n) [U2]: a ceremony in which people get married

wildlife (n) [U6]: animals and plants that live in natural conditions

win (v) [U3]: the first person or team in a game or competition

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